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ABSTRACT

This instructional package, developed for the home economics teacher of mainstreamed visually impaired students, provides food preparation lesson plans appropriate for the junior high level. First, teacher guidelines are given, including characteristics of the visually impaired, orienting such students to the classroom, orienting class members to the visually impaired, suggestions for effective teaching, and sources of assistance for teachers such as reading materials, organizations, and agencies. Next, the food preparation unit objectives and unit generalizations are given, followed by six lesson plans. The topics of the lessons are kitchen appliances and equipment, kitchen work areas, cleanliness in the kitchen, measuring techniques, practicing cooking skills, and outdoor cooking. Each lesson includes objectives and generalizations, a pre- and posttest with an answer key, a list of learning activities (i.e. teacher lecture-demonstration, information sheets designed for all students and some especially for the blind, worksheets and worksheet keys, games), additional learning activities, suggested films, books, kits or other resources, and special notes to the teacher for presenting the lesson to the visually impaired students. Concluding the package is a list of addresses for food resource materials (pamphlets, books, cassette tapes, films) and a bibliography on foods and cookbooks with indication whether is available in large type, braille, or record. (This instructional package is one of a series of instructional packages developed as a part of a project titled Development of Home Economics Curriculum for the Visually Impaired.) (JH)

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FOOD PREPARATION:
AN INSTRUCTIONAL PACKAGE
WITH ADAPTATIONS FOR VISUALLY IMPAIRED INDIVIDUALS

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Project staff included:

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C. Charles Dvorak	- Director and Educational Director at the School for the Blind
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Pamilla Trudeau	- Special Education Teacher
Carol Strinden	- Braillist
Karen Blegen	- Clerk Stenographer

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FOREWORD

This instructional package is one of a series of instructional packages developed as a part of a project entitled "Development of Home Economics Curriculum for the Visually Impaired". The focus of these instructional packages is to direct the home economics teacher toward successful integration of the visually impaired student into the regular classroom. Two concept areas were selected for the instructional packages because of their physical orientation; they were food preparation and clothing construction. Other areas of home economics with minimum physical orientation (such as nutrition) were not selected since these areas would require the least adaptations for the visually impaired students.

Curriculum was developed within these areas based upon content identified by curriculum guides to be appropriate for the junior high age level. The instructional packages include the following: teacher guidelines for successful mainstreaming, objectives, generalizations, pre-test, learning activities, post-tests, further activities, and suggested resources. The information sheets have two title placements. Titles in the upper left corner are for all students. Titles which are centered are for the visually impaired student only.

Lessons are planned for more than one period of instruction. Careful study of each lesson by the teacher will help determine:

1. The amount of material that can be covered in each class period.
2. Skills which must be demonstrated.
3. Supplementary materials which must be ordered.
4. Resource person that must be contacted.

ACKNOWLEDGMENTS

The project staff expresses appreciation for the valuable contributions made by many individuals to this project. Their comments and suggestions helped influence the content matter and the revisions which we feel make this instructional package very useable by home economics teachers.

We are especially grateful to Pamilla Trudeau (Special Education Teacher) and the home economics students at the North Dakota School for the Blind. Without them, the field testing would not have been as meaningful. The field testing of these materials insured their appropriateness when teaching visually impaired students.

Special appreciation is given to the project consultants. They were Dr. Ruth P. Hughes, Head of Home Economics Education, and Dr. Sharon Redick, Assistant Professor of Home Economics Education, Iowa State University. Appreciation is extended to these individuals for the knowledge and encouragement given us.

We appreciate the support given by numerous state supervisors of home economics. These individuals also gave suggestions of possible reviewers from their respective states. The reviewers for the instructional package were: Ruth Anderson, Fargo North High School, Fargo, North Dakota; La Vonne Jackson, Carlisle High School, Carlisle, Iowa; Hazel Johnson, Central Junior High School, Sheridan, Wyoming; and Jeanie Fowler, Department of Home Economics, University of North Dakota, Grand Forks, North Dakota. We thank them for their comments and ideas for revisions.

The support and advice given by members of our Advisory Committee is greatly appreciated. They provided a broad viewpoint and varied expertise in the area of mainstreaming the visually impaired. The committee members were: Myrna Olson, Ed Christianson, Jane Messinger, Ruth Hill, Kathy Riske, Susan Otto, Betty Bender, Dean Stenehjem, Threese Clark, and Majore Lovering.

Appreciation is also extended to Jean Thomas, Assistant CETA Administrator for the State of North Dakota. Her guidance was most helpful in the implementation of this project.

We thank Lois Schneider for her part in the initiation and development of this project.

We appreciate the help of Carol Kelley, Graphics Designer, Instructional Communications for the illustrations and drawings used in this publication.

We further wish to acknowledge the invaluable contributions of the project secretary, Karen Blegen, and the project braillist, Carol Strinden, who typed and brailled the many drafts and revisions of these materials.

GUIDELINES FOR TEACHERS OF MAINSTREAMED VISUALLY IMPAIRED STUDENTS

Who Are the Visually Impaired?

The term visually impaired has two major categories: educationally blind and partially sighted.

Those students whose visual acuity is too low for reading print or whose vision is not the primary channel for education are classified as educationally blind.[1] Educationally blind children may need to rely solely on Braille or recorded materials as their primary mode of learning. However, they may have some useable vision for shape and form perception. Most blind students can move around readily in familiar surroundings, either because they have light perception or recognize familiar objects. However, most educationally blind children will need to have some orientation and mobility training in unfamiliar surroundings.

Partially sighted students have limited vision after correction. These students are able to and should be encouraged to use vision as their major avenue of learning. However, they may need to use large print and/or magnification of some type.

Characteristics of the Visually Impaired

One commonalty between every child is that of individuality. The visually impaired student has the same types of needs, joys, fears, and apprehensions as any other student his age. Therefore, it would be incorrect to assume that all unacceptable behavioral characteristics of the visually impaired student are caused by his visual loss.

The October 1963 issue of "The New Outlook for the Blind", published by the American Foundation for the Blind, featured the following quotation from Pierre Villey: "Before anything else, it is necessary to establish the fundamental truth that blindness does not affect the individuality, but leaves it intact . . . no mental faculty of the blind is affected in any way."

Meeting the Visually Impaired Student

If at all possible, you should meet the visually impaired student prior to the first day of class. This meeting might be with the school counselor or possibly a home visit with the student and his/her parents. Become as familiar as you can with the student's impairment and what, if any, implication it will have on his learning.

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1. Gloria Calovini, Mainstreaming the Visually Impaired Child, p. 1.

Orienting the Visually Impaired Student to the Classroom

After the initial meeting with the visually impaired student, a tour of the home economics classroom would be helpful to familiarize the student with the room surroundings. This should be done when no other class members are in the room. One of two methods may be used:

1. You may offer your arm and become a sighted guide.

2. The student may prefer to travel around the room alone.

If the student wants a tour, start at the right wall, letting the student "trail" the back of his/her right hand over and around objects. Do this for the kitchen area as well as the classroom. In a large room, it may be easier to learn to know one wall at a time, returning each time to the door. It may also be advisable to verbally describe the room indicating total placement.

Each room has certain landmarks such as a clock, the sound of the refrigerator, or warmth of the sun through the window. Sound, smells, and irregularities all help the visually impaired student orientate him/herself to the room.

Orienting Class Members to the Visually Impaired Student

If at all possible, orientate the other class members when the visually impaired student is not present. Inform the class members of the visually impaired student's limitations and capabilities. Allow time for a question-answer period with the class members. You might also want to distribute the pamphlet "What Do You Do When You See a Blind Person".

Suggestions to Help Make Your Teaching More Effective

1. First and foremost remember that the visually impaired student is an individual! Respect him/her as a person in his/her own right.

2. Talk directly to the student, never with your back to him/her or directing your conversation to another part of the room. Your speaking voice need not be louder than normal, but speak distinctly. Remember, he/she is visually impaired, not hearing impaired.

3. Let the student know when you come into the room and when you are leaving.

4. Treat him/her as you would a sighted person. Guard against speaking about him/her or ignoring him/her in conversations with others.

5. When teaching, be organized and consistent in your explanation.

6. If you rearrange materials or equipment, make sure you advise the learner of the changes.

7. Ask the student for ideas or adaptations.

8. Allow the student enough time to succeed in his/her activities.

When Teaching a Lesson

1. Tell what you are going to do, then in an orderly step by step process, proceed, using words to build a clear mental image or word picture of the materials and equipment to be used and what the end result should be.

2. Use specific words and directions. Expressions such as "over here", "over there", or "right here" are too vague and should be used sparingly. Say "let me show you" and guide him/her to it, or "let me take your hand" and place it on the object. Or say "to your right", "to your left" or tap the object and say "it's here", if he/she can determine the direction of the sound. A visually impaired person must rely on his/her sense of smell, touch and sound to guide him/her, so descriptions and directions should relate to these senses when possible.

3. Allow enough time to learn the task. Don't rush through the lesson.

How Much Help Should You Give the Visually Impaired Student?

1. Let him/her do as much for him/herself as possible. If he/she develops techniques suited to his/her needs, let him/her continue to use them as long as they are safe.

2. Try not to over-protect. However, do not leave a learner totally alone until the technique has been mastered. This avoids frustration and possible accidents.

Where to Find Help

1. Braille or large print textbooks are usually available through the State Department of Public Instruction. However, allow about 2 months from the time you send them the regular textbook until the braille or large print textbook is returned to you.

2. Large print books for the partially sighted are available at the cost of 10¢/page through Graphic Systems, Inc., 140 Bradford Avenue, Pittsburgh, Pa. 15025. In many states, government funds defray the additional cost of a large print edition over a standard print book.

3. Search your community for a braillist. This person could braille information sheets and tests as well as translate braille materials for you.

4. If there is not a braillist in your community, you may have to rely on other means for giving written information and testing your visually impaired student. Cassette tapes have been successfully used for this. Another possibility would be a buddy system where a normally-sighted student would read or assist the visually impaired student.

5. The American Printing House for the Blind manufactures a machine called APH Variable Speech Control Module. This machine is very useful for the visually impaired students who might prefer to listen to recorded materials rather than read.

6. The American Thermoform Corporation manufactures a Thermoform Brailon Duplicator for duplicating braille materials.

Suggested Reading Materials

1. "What Do You Do When You See a Blind Person?". Available from American Foundation for the Blind, 15 West 16th Street, New York, New York 10011.

2. "The Response of Individuals Beginning Work with Blind Persons"; The New Outlook for the Blind, January 1973 Vol. 67 #1, p. 1-5.

3. "Can I Say 'See' and 'Look'?". Available from The Vision Team, 6031 Eden Prairie Road, Minnetonka, Minnesota 55343. ($1.00)

4. "Mainstreaming the Visually Impaired Child." Available from Instructional Materials Center, 1020 South Spring Street, Springfield, Illinois 62706.

Resources - Private Agencies

1. American Foundation for the Blind, Inc.
   Chicago Field Office
   Suite 738
   500 North Michigan Avenue
   Chicago, Illinois 60611
   (Provides print and braille catalog of aids and devices for sale)

2. American Printing House for the Blind, Inc.
   Post Office Box 6085
   1839 Frankfort Avenue
   Louisville, Kentucky 40206
   (Official schoolbook printery for the blind in the U.S.)

3. Blind Service Association, Inc.
   127 North Dearborn
   Chicago, Illinois 60602
   (Records textbooks on tapes and discs)

4. Braille Transcribers Club of Illinois, Inc.
   Suite 1515
   30 West Washington Street
   Chicago, Illinois 60602
   (Provides volunteer transcribing of textbooks in braille)

5. Catholic Guild for the Blind
   67 West Division Street
   Chicago, Illinois 60602
   (Transcribes materials in braille, large type, and cassette)

6. Educational Tape Recordings for the Blind
   10231 South Kedzie
   Evergreen Park, Illinois 60640
   (Tapes textbooks)

7. Johanna Bureau for the Blind and Visually Handicapped
   Suite 540
   22 West Madison Street
   Chicago, Illinois 60602
   (Transcribes material in braille, tape recording, and large type)

Unit Objectives

I. The student will be better able to prepare selected recipes by applying knowledge of kitchen placement, use of kitchen appliances and equipment, cleanliness, and measurement techniques.

II. The student will be more aware of the importance of order, safety, and accuracy in food preparation.

Unit Generalizations

I. The arrangement of equipment and appliances in kitchen work areas influences the use of energy, time, and motion.

II. Properly chosen and correctly used equipment and appliances can contribute to economical and effective performance of homemaking tasks.

III. An understanding of the capabilities of an appliance may aid the homemaker to become more creative and efficient.

IV. Cleanliness in laboratories and at home helps prevent the spread of germs and contributes to the appetite appeal of the food prepared.

V. Proper measuring techniques lead to a better assurance of recipe success.

VI. Skill in preparation of food can be used to satisfy family values and goals.

VII. More satisfactory results may be obtained when one is familiar with the terms used in the recipe.

VIII. Participation in planning, preparing, and serving meals can be a source of pleasure and satisfaction. It can also provide an opportunity for creative expression.

Lesson Outline

I. Objectives

II. Generalizations

III. Pre-test

IV. Learning Activities

V. Post-test

VI. Further Activities

VII. Suggested Resources

Individual Lessons

I. Lesson 1: Kitchen Appliances and Equipment

A. Objectives:

1. The student will be better able to identify and use the following kitchen appliances: range, refrigerator, blender, electric can opener, dishwasher, and electric mixer.
2. The student will be better able to identify equipment commonly found in the kitchen.
3. The student will be better able to comprehend and apply safe kitchen practices when using appliances and equipment.

B. Generalizations:

1. Properly chosen and correctly used equipment and appliances can contribute to the economical and effective performance of homemaking tasks.
2. An understanding of the capabilities of an appliance may aid the homemaker to become more creative and efficient.

C. Pre-test 13

D. Learning Activities:

1. Teacher Lecture Demonstration: Using and caring for kitchen equipment safely.
2. Information Sheet: Kitchen Equipment 15
3. Word Search: A game used to identify the proper name and use of common kitchen equipment 24
4. Information Sheet: (Visually impaired student) "Learning to Use the Range" 26
5. Teacher Lecture Demonstration: Using and caring for kitchen appliances safely.
6. Worksheet: Use and safety precautions for kitchen appliances 30
7. Class Survey: Analyze the frequency and types of kitchen accidents students have had. Have class develop accident prevention ideas.
8. "Spin to Win": A game to comprehend and apply safe kitchen practices when using appliances and equipment 32
9. Investigation: Class members investigate the use of microwave ovens at home and in restaurants; analyze advantages and disadvantages.
10. Demonstration: Ask a store representative to demonstrate the proper use and care of a microwave oven. Follow with a class evaluation of its usefulness. Discuss safety practices to be followed.

E. Post-test 33

F. Further Activities:

1. Discuss with your mother any reference books she may have on various kitchen appliances. Are there any features of the appliance you or your mother were not aware of?

G. Suggested Resources:

1. Filmstrips
   a. "Small Wonders in the Kitchen" - Rubbermaid, Inc.
   b. "Safety in the Kitchen" - Franklin Clay Films, Inc.
   c. "Space Age Cooking" - Montgomery Ward

* Notes to the Teacher:

1. Instruct the educationally blind student to use a separate sheet of braille paper for the pre-test. The student should list numbers from the left hand column followed by the appropriate letter from the right hand column.

2. Provide the educationally blind student with a flannel board and a box of bulletin board tacks. For the Word Search, the student will mark the first and last letter of the correct answers with the tacks. Another method would be to have the student braille his/her answer on a separate sheet of braille paper as each answer is located.

KITCHEN APPLIANCES AND EQUIPMENT
PRE-TEST
40 POSSIBLE POINTS

NAME _____
CLASS _____
DATE _____

1. LIST FIVE SAFETY PRACTICES TO OBSERVE WHILE IN THE KITCHEN AREA. (10 POINTS)

A.

B.

C.

D.

E.

2. MATCH THE FOLLOWING KITCHEN APPLIANCES AND EQUIPMENT WITH THEIR PROPER USE. (30 POINTS)

A.

____	1. RANGE	A.	MEASURE DRY INGREDIENTS
____	2. REFRIGERATOR	B.	REMOVES PEELINGS FROM FRUITS AND VEGETABLES
____	3. DRY MEASURING CUPS	C.	MEASURE LIQUID INGREDIENTS
____	4. LIQUID MEASURING CUPS	D.	HEATS FOOD
____	5. MEASURING SPOONS	E.	CHOP, PUREE, MIX FOODS
____	6. VEGETABLE PEELER	F.	CUTTING FLOUR INTO SHORTENING
____	7. PASTRY BLENDER	G.	COOLS FOOD
		H.	MIX INGREDIENTS (ELECTRIC)
		I.	MEASURE SMALL AMOUNTS OF INGREDIENTS

B.

____	1. SIFTER	A.	SCRAPING FOODS FROM CONTAINER
____	2. ROLLING PIN	B.	DRAINING SMALL AMOUNT OF LIQUID FROM SMALL AMOUNT OF FOOD
____	3. ROTARY BEATER	C.	LEVELING DRY INGREDIENTS
____	4. RUBBER SCRAPER	D.	WASH AND DRY DISHES
____	5. SPATULA	E.	REMOVES LARGE PARTICLES FROM FLOUR, POWDERED SUGAR
____	6. GRATER	F.	SHREDDING OR GRATING FOODS
____	7. STRAINER	G.	TURN TENDER FOODS (PANCAKES)
____	8. DISHWASHER	H.	ROLLING OR FLATTENING DOUGHS
		I.	LIFTING LARGE FOODS FROM LIQUIDS (CORN ON THE COB)
		J.	WHIPPING CREAM OR BEATING EGG WHITES

KITCHEN APPLIANCES AND EQUIPMENT
PRE-TEST KEY
40 POSSIBLE POINTS

NAME _____
CLASS _____
DATE _____

1. LIST FIVE SAFETY PRACTICES TO OBSERVE WHILE IN THE KITCHEN AREA. (10 POINTS)

   A. HAVE ALL HANDLES OF KETTLES TURNED TOWARD CENTER OF STOVE.

   B. MAKE SURE HANDS ARE DRY BEFORE DISCONNECTING AN ELECTRICAL APPLIANCE.

   C. WIPE UP ANY WATER SPILLS ON KITCHEN FLOOR IMMEDIATELY.

   D. USE A STEP STOOL FOR REACHING OBJECTS IN HIGH CUPBOARDS.

   E. WASH AND DRY SHARP KNIVES SEPARATELY FROM OTHER UTENSILS.

2. MATCH THE FOLLOWING KITCHEN APPLIANCES AND EQUIPMENT WITH THEIR PROPER USE. (30 POINTS)

A.

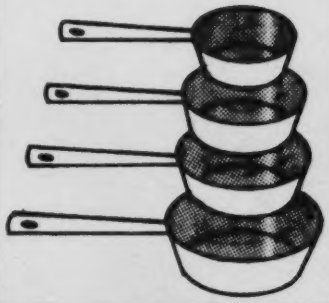
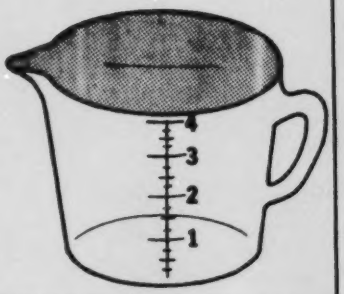
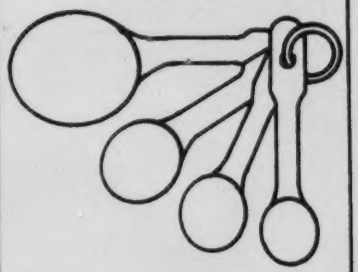
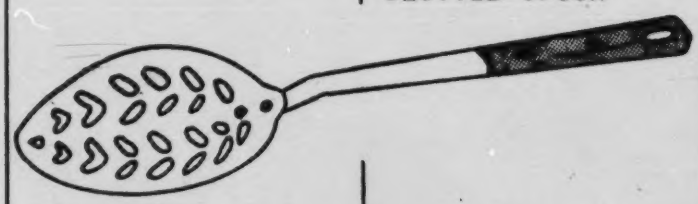
D	1.	RANGE	A. MEASURE DRY INGREDIENTS
G	2.	REFRIGERATOR	B. REMOVES PEELINGS FROM FRUITS AND VEGETABLES
A	3.	DRY MEASURING CUPS	C. MEASURE LIQUID INGREDIENTS
C	4.	LIQUID MEASURING CUPS	D. HEATS FOOD
I	5.	MEASURING SPOONS	E. CHOP, PUREE, MIX FOODS
B	6.	VEGETABLE PEELER	F. CUTTING FLOUR INTO SHORTENING
F	7.	PASTRY BLENDER	G. COOLS FOOD
			H. MIX INGREDIENTS (ELECTRIC)
			I. MEASURE SMALL AMOUNTS OF INGREDIENTS

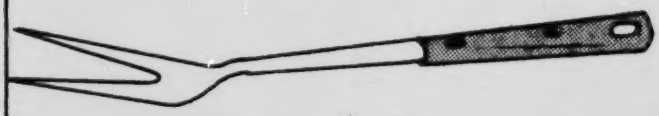
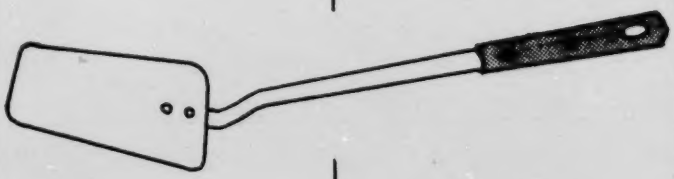
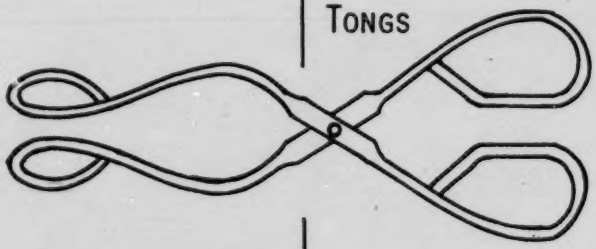
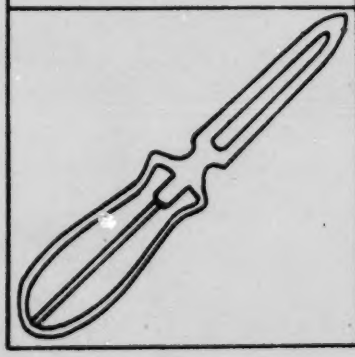
B.

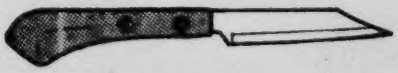
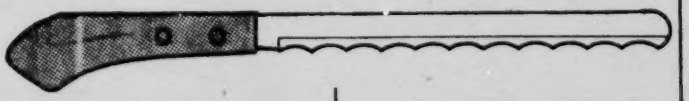
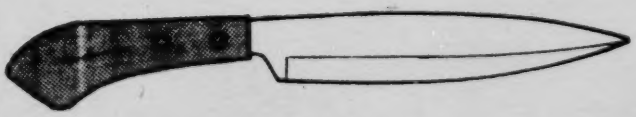
E	1.	SIFTER	A. SCRAPING FOODS FROM CONTAINER
H	2.	ROLLING PIN	B. DRAINING SMALL AMOUNT OF LIQUID FROM SMALL AMOUNT OF FOOD
J	3.	ROTARY BEATER	C. LEVELING DRY INGREDIENTS
A	4.	RUBBER SCRAPER	D. WASH AND DRY DISHES
C	5.	SPATULA	E. REMOVES LARGE PARTICLES FROM FLOUR, POWDERED SUGAR
F	6.	GRATER	F. SHREDDING OR GRATING FOODS
B	7.	STRAINER	G. TURN TENDER FOODS (PANCAKES)
D	8.	DISHWASHER	H. ROLLING OR FLATTENING DOUGHS
			I. LIFTING LARGE FOODS FROM LIQUIDS (CORN ON THE COB)
			J. WHIPPING CREAM OR BEATING EGG WHITES

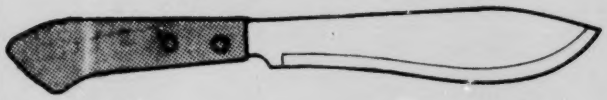
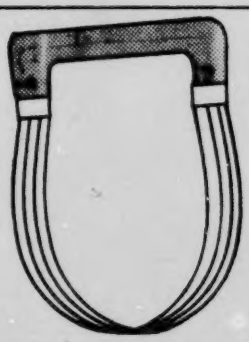
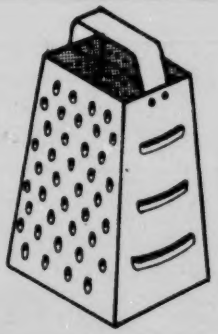
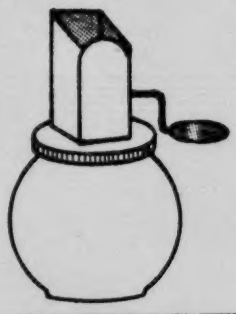
KITCHEN EQUIPMENT AND APPLIANCES
INFORMATION SHEET

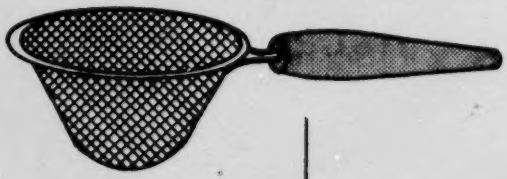
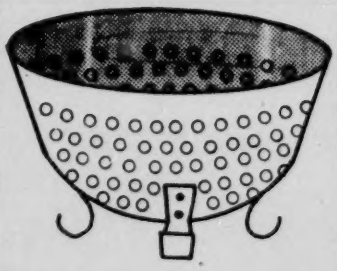
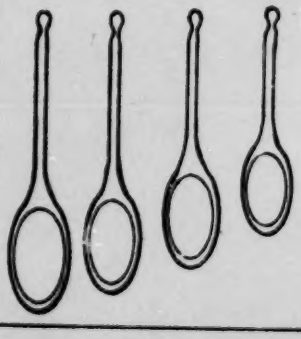
NAME _____
CLASS _____
DATE _____

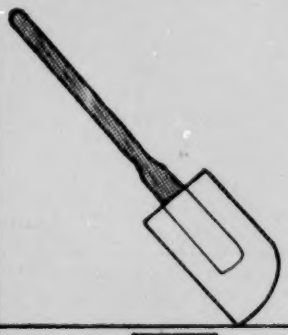
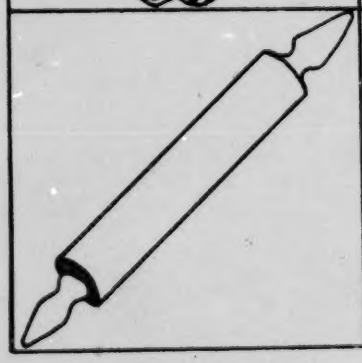
PICTURE	NAME	USE
	DRY MEASURING CUPS	MEASURING DRY INGREDIENTS
	LIQUID MEASURING CUPS	MEASURING LIQUID INGREDIENTS
	MEASURING SPOONS	MEASURING SMALL QUANTITIES OF INGREDIENTS
	SLOTTED SPOON	REMOVING SOLID FOOD FROM LIQUID (EX.-CORN)

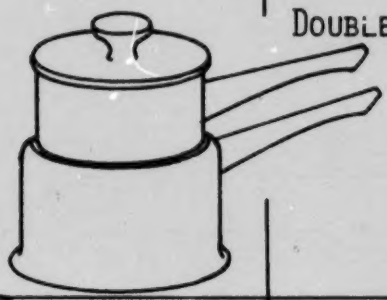
PICTURE	NAME	USE
	TWO-TINED FORK	RAISING SOLID FOODS SUCH AS MEATS
	TURNER	TURNING TENDER FOODS (EX.- PANCAKES)
	TONGS	LIFTING LARGE SOLID FOOD FROM LIQUID (EX.- CORN-ON-COB)
	VEGETABLE PEELER	REMOVING PEELINGS FROM FRUIT AND VEGETABLES

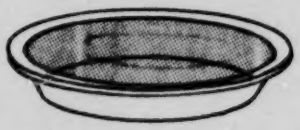
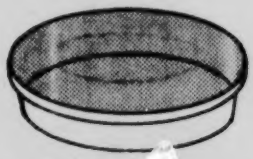
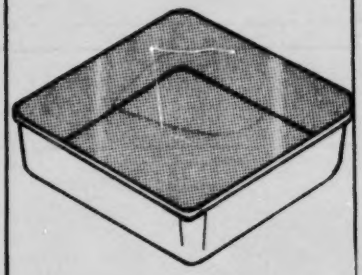
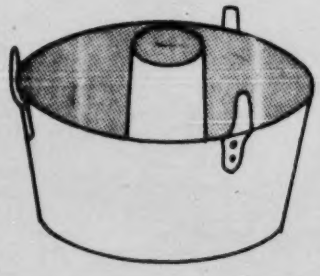
PICTURE	NAME	USE
	SPATULA	LEVELING DRY INGREDIENTS WHEN MEASURING; LIFTING COOKIES FROM SHEETS
	PARING KNIFE	KNIFE FOR PEELING FRUITS AND VEGETABLES
	BREAD KNIFE	SLICING BREAD OR CAKE
	FRENCH KNIFE	CHOPPING FOODS

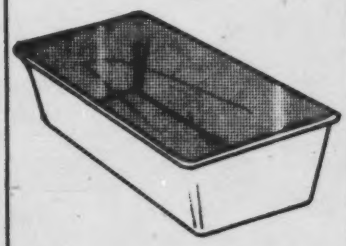
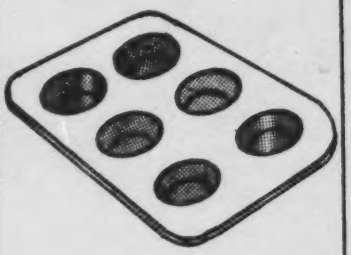
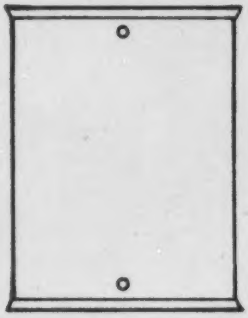
PICTURE	NAME	USE
	BUTCHER KNIFE	CUTTING MEAT, LARGE FRUITS AND VEGETABLES
	PASTRY BLENDER	CUTTING FLOUR INTO SHORTENING
	GRATER	SHREDDING OR GRATING FOODS
	NUT CHOPPER	CHOPPING NUTS

PICTURE	NAME	USE
	SIFTER	SIFTING FLOUR, POWDERED SUGAR TO REMOVE LARGE PARTICLES, INCORPORATE AIR, OR MIX DRY INGREDIENTS
	STRAINER	DRAINING SMALL AMOUNT OF LIQUID FROM SMALL QUANTITY OF FOOD
	COLANDER	DRAINING LARGE AMOUNT OF LIQUID FROM LARGE QUANTITY OF FOOD
	MIXING SPOONS	STIRRING OR MIXING FOODS

PICTURE	NAME	USE
	MIXING BOWLS	CONTAINER FOR MIXING INGREDIENTS
	RUBBER SCRAPER	SCRAPING FOOD FROM CONTAINER
	ROTARY BEATER	BEATING EGG WHITES OR WHIPPING CREAM
	ROLLING PIN	FLATTENING OR ROLLING DOUGHS

PICTURE	NAME	USE
	SAUCE PAN	PREPARING SMALL QUANTITIES OF FOOD ON RANGE TOP
	DOUBLE BOILER	COOKING WITH INDIRECT HEAT
	SKILLET	FRYING OR SAUTEING FOODS
	CASSEROLE	BAKING CONTAINER FOR OVEN DISHES

PICTURE	NAME	USE
	PIE PAN	CONTAINER FOR PIES, TORTES
	ROUND CAKE PAN	BAKING CONTAINER FOR LAYER CAKE
	SQUARE CAKE PAN	BAKING CONTAINER FOR BREADS, BARS, CAKES
	TUBE CAKE PAN	BAKING CONTAINER FOR SPONGE, ANGEL, AND BUNDT CAKES

PICTURE	NAME	USE
	LOAF PAN	BAKING CONTAINER FOR BREAD, CAKE, MEATLOAF
	MUFFIN TINS	BAKING CUPCAKES, ROLLS, TART SHELLS, MUFFINS
	COOKIE SHEET	PAN FOR BAKING COOKIES, MERINGUE SHELLS, JELLY ROLL, PIZZA

KITCHEN APPLIANCES AND EQUIPMENT
WORD SEARCH

NAME _____
CLASS _____
DATE _____

T K E S L O T T E D S P O O N B Q Z S M
S R G N U T C H O P P E R E Z D U O P E
N O V E I T O N G S F H E C X Y G M E A
O F R E N C H K N I F E L D P Z P I R S
O D P C F O X H O T S R E M Q D M X E U
P E A F L T A Y D I T E E M R I J I D R
S N R U B B E R S C R A P E R U C N N I
G I I L R H R L Y Q A T E W R C N G E N
N T N K E S E W O B I G L X I O M S L G
I O G R A A M I X I N G B O W L S P B C
R W K E D C B Q B W E O A P K A E O Y U
U T N N K A D G L E R S T L L N A O R P
S R I R N A C R O G Q O E B C D L N T D
A D F U I L B A E N S T G O O E U S S D
E R E T F I S T G N M H E P J R T P A R
M B U Z E D M E C Z L O V F M D A T P S
S I C S I S E R M R O L L I N G P I N N
S R O T A R Y B E A T E R K V N S P R Q

IN THE BLOCK OF LETTERS ABOVE ARE THE NAMES OF 22 COMMON KITCHEN UTENSILS. THESE NAMES MAY BE FOUND VERTICALLY OR HORIZONTALLY AND MAY BE SPELLED FORWARDS OR BACKWARDS. BELOW IS A COMMON USE OF THE UTENSIL AND IN PARENTHESES IS THE NUMBER OF LETTERS IN THE NAME.

1. USED FOR MEASURING DRY INGREDIENTS. (9) (3)

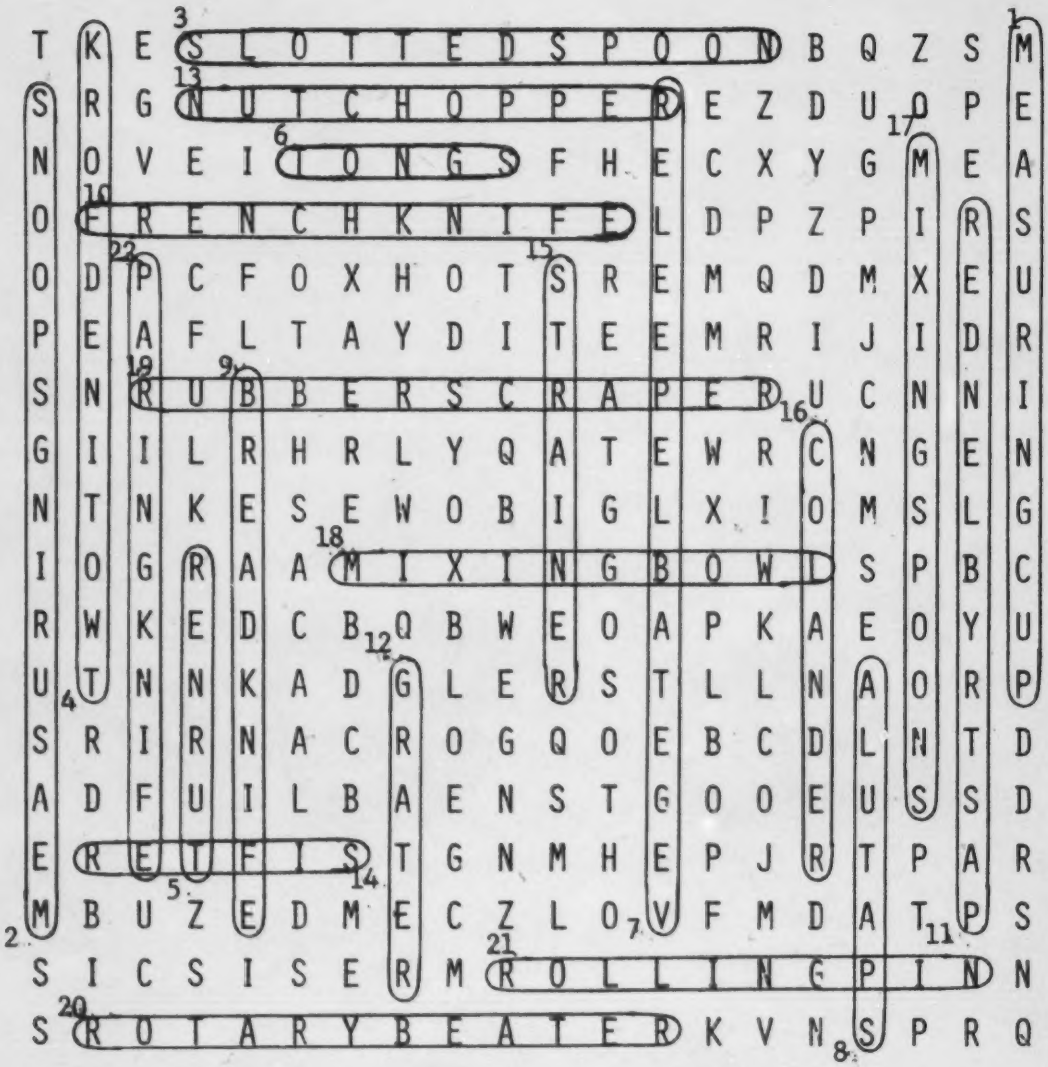
2. USED FOR MEASURING SMALL QUANTITIES OF INGREDIENTS. (9) (6)

3. USED TO REMOVE SOLID FOOD FROM LIQUID. (7) (5)

4. USED TO RAISE SOLID FOOD SUCH AS MEAT FROM FRY PAN. (3) (5) (4)
5. USED TO TURN TENDER FOODS (6)
6. USED TO LIFT LARGE SOLID FOOD FROM LIQUID. (EXAMPLE: CORN ON THE COB). (5)
7. USED TO REMOVE PEELINGS FROM FRUIT AND VEGETABLES. (9) (6)
8. USED IN MEASURING TO LEVEL DRY INGREDIENTS. (7)
9. USED FOR SLICING BREAD. (5) (5)
10. KNIFE USED TO CHOP FOODS. (6) (5)
11. USED TO CUT FLOUR INTO SHORTENING. (6) (7)
12. USED TO SHRED FOODS. (6)
13. USED TO CHOP FOOD. (3) (7)
14. USED TO REMOVE LARGE PARTICLES IN FLOUR OR POWDERED SUGAR. (6)
15. USED TO DRAIN SMALL AMOUNT OF LIQUID FROM FOOD. (8)
16. USED TO DRAIN LARGE AMOUNT OF LIQUID FROM FOOD. (8)
17. USED TO STIR OR MIX FOODS. (6) (5)
18. CONTAINER USED FOR MIXING INGREDIENTS. (6) (4)
19. USED TO SCRAPE FOOD FROM CONTAINER. (6) (7)
20. USED FOR BEATING EGG WHITES OR WHIPPING CREAM. (6) (6)
21. USED FOR FLATTENING OR ROLLING DOUGHS. (7) (3)
22. KNIFE USED FOR PEELING VEGETABLES OR FRUIT. (6) (5)

KITCHEN APPLIANCES AND EQUIPMENT
WORD SEARCH KEY

NAME _____
CLASS _____
DATE _____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S R G N U T C H O P P E R E Z D U O P E
N O V E I T O N G S F H E C X Y G M E A
O F R E N C H K N I F E L D P Z P I R S
O D P C F O X H O T S R E M Q D M X E U
P E A F L T A Y D I T E E M R I J I D R
S N R U B B E R S C R A P E R U C N N I
G I I L R H R L Y Q A T E W R C N G E N
N T N K E S E W O B I G L X I O M S L G
I O G R A A M I X I N G B O W L S P B C
R W K E D C B Q B W E O A P K A E O Y U
U T N N K A D G L E R S T L L N A O R P
S R I R N A C R O G Q O E B C D L N T D
A D F U I L B A E N S T G O O E U S S D
E R E T F I S T G N M H E P J R T P A R
M B U Z E D M E C Z L O V F M D A T P S
S I C S I S E R M R O L L I N G P I N N
S R O T A R Y B E A T E R K V N S P R Q

IN THE BLOCK OF LETTERS ABOVE ARE THE NAMES OF 22 COMMON KITCHEN UTENSILS. THESE NAMES MAY BE FOUND VERTICALLY OR HORIZONTALLY AND MAY BE SPELLED FORWARDS OR BACKWARDS. BELOW IS A COMMON USE OF THE UTENSIL AND IN PARENTHESES IS THE NUMBER OF LETTERS IN THE NAME.

1. USED FOR MEASURING DRY INGREDIENTS. (9) (3) MEASURING CUP.

2. USED FOR MEASURING SMALL QUANTITIES OF INGREDIENTS. (9) (6) MEASURING SPOONS

3. USED TO REMOVE SOLID FOOD FROM LIQUID. (7) (5) SLOTTED SPOON

4. USED TO RAISE SOLID FOOD SUCH AS MEAT FROM FRY PAN. (3) (5) (4) TWO-TINED FORK

5. USED TO TURN TENDER FOODS. (6) TURNER

6. USED TO LIFT LARGE SOLID FOOD FROM LIQUID. (EXAMPLE: CORN ON THE COB). (5) TONGS

7. USED TO REMOVE PEELINGS FROM FRUIT AND VEGETABLES. (9) (6) VEGETABLE PEELER

8. USED IN MEASURING TO LEVEL DRY INGREDIENTS. (7) SPATULA

9. USED FOR SLICING BREAD. (5) (5) BREAD KNIFE

10. KNIFE USED TO CHOP FOODS. (6) (5) FRENCH KNIFE

11. USED TO CUT FLOUR INTO SHORTENING. (6) (7) PASTRY BLENDER

12. USED TO SHRED FOODS. (6) GRATER

13. USED TO CHOP FOOD. (3) (7) NUT CHOPPER

14. USED TO REMOVE LARGE PARTICLES IN FLOUR OR POWDERED SUGAR. (6) SIFTER

15. USED TO DRAIN SMALL AMOUNT OF LIQUID FROM FOOD. (8) STRAINER

16. USED TO DRAIN LARGE AMOUNT OF LIQUID FROM FOOD. (8) COLANDER

17. USED TO STIR OR MIX FOODS. (6) (5) MIXING SPOON

18. CONTAINER USED FOR MIXING INGREDIENTS. (6) (4) MIXING BOWL

19. USED TO SCRAPE FOOD FROM CONTAINER. (6) (7) RUBBER SCRAPER

20. USED FOR BEATING EGG WHITES OR WHIPPING CREAM. (6) (6) ROTARY BEATER

21. USED FOR FLATTENING OR ROLLING DOUGHS. (7) (3) ROLLING PIN

22. KNIFE USED FOR PEELING VEGETABLES OR FRUIT. (6) (5) PARING KNIFE

NAME _____
CLASS _____
DATE _____

SO YOU WANT TO USE THE RANGE . . .

THE RANGE OPENS MANY ADVENTURES TO YOU IN COOKING AND EATING FOR YOURSELF AND YOUR CROWD. OPERATING THIS IMPORTANT KITCHEN APPLIANCE INVOLVES USING SURFACE AND OVEN UNITS, CONSIDERING SAFETY AND HEAT CONTROL, AND (IF YOU HAVE A GAS RANGE) LIGHTING THE PILOT. OKAY, LET'S GET ON WITH IT!

SAFETY

SAFETY IS A BIG FACTOR TO CONSIDER IN USING THE RANGE. START BY EXPLORING A "COLD" RANGE TO LOCATE THE SURFACE UNITS AND THEIR RESPECTIVE CONTROLS. CHECK THE OVEN TO LEARN WHERE THE RACKS ARE PLACED AND HOW TO POSITION THEM WITHOUT TIPPING. IT IS WISE TO HAVE HANDY A WOODEN SPOON AND TWO PADDED OVEN MITS TO ASSIST YOU IN LOCATING AND MOVING HOT OBJECTS.

HEAT CONTROL

1. POSITIONING TEMPERATURE DIALS: TEMPERATURE DIALS ARE USED TO REGULATE HEAT SETTINGS OF THE OVEN AND BURNERS. YOU NEED TO BECOME FAMILIAR WITH THE POSITIONS OF THE TEMPERATURE DIALS IN ORDER TO USE THE RANGE. SOME RANGES HAVE "CLICK" SETTINGS; THESE DIALS CLICK AT DESIGNATED SETTINGS, SUCH AS HIGH, MEDIUM, LOW, AND SIMMER. FOR OTHERS, YOU WILL HAVE TO DEVELOP YOUR OWN SYSTEM AS TO WHERE TO SET THE DIALS. FOR EXAMPLE, VISUALIZE THE HANDS OF THE

CLOCK TO INDICATE HEAT SETTINGS SUCH AS "HIGH IS AT 3 O'CLOCK," "LOW IS AT 9 O'CLOCK." DIALS WITH BRAILLE OR OTHER RAISED MARKINGS ARE AVAILABLE FROM MANY GAS AND ELECTRIC COMPANIES. HOWEVER, YOU MAY WISH TO DEVELOP YOUR OWN SYSTEM OF MARKING THE DIALS. EXAMPLES INCLUDE NOTCHING THE EDGE OF THE DIAL OR PLACING DOTS OF GLUE AT KEY INTERVALS SUCH AS 300°, 350°, AND 400°.

2. HEAT SENSITIVITY METHOD: HOW DOES YOUR HAND FEEL WHEN IT APPROACHES A SOURCE OF HEAT SUCH AS A HEATER OR CUP OF HOT CHOCOLATE? IT BEGINS TO FEEL WARMER .... RIGHT? THIS IS THE BASIS FOR THE "HEAT SENSITIVITY METHOD" OF TEMPERATURE CONTROL. TURN ON ONE OF THE SURFACE UNITS AND THEN, STARTING WITH THE BACK OF YOUR HAND AT SHOULDER LEVEL, LOWER THE HAND UNTIL YOU FEEL THE WARMTH. SLOWLY CHANGE THE DIAL. AS THE CONTROL GOES HIGHER THE HEAT INCREASES. LIKEWISE, AS THE TEMPERATURE CONTROL IS LOWERED, THE HEAT DECREASES. WHICH DIRECTION DO YOU TURN THE DIAL FOR A LOWER TEMPERATURE? TEMPERATURE SETTINGS ON A GAS RANGE CAN BE DETERMINED IN A SHORT PERIOD OF TIME, WHILE IT MAY TAKE LONGER TO DETERMINE SETTINGS FOR ELECTRIC RANGES. DO YOU KNOW WHY?

IGNITING MATCHES

HOW DO YOU LIGHT A CANDLE OR CHARCOAL FIRE? YOU WILL NEED TO LIGHT A MATCH. BEFORE YOU LIGHT THE MATCH, LOCATE

WHAT YOU WISH TO LIGHT WITH YOUR LITTLE FINGER; THIS MAY BE THE WICK OF A CANDLE, OR THE EDGE OF A PIECE OF PAPER. AFTER CLOSING THE MATCH BOX OR COVER, STRIKE THE MATCH ON THE IGNITION STRIP AND BRING IT TO THE LOCATION DESIGNATED BY YOUR FINGER. WHEN LIT, SHAKE OUT THE MATCH AND, FOR SAFETY'S SAKE, DROP IT IN A CUP OF WATER.

How do You Light a Pilot Light?

REMEMBER TO LOCATE THE HOLE OF THE PILOT LIGHT FIRST. THEN BRING THE IGNITED MATCH TO THIS LOCATION AND TURN ON THE DIAL. WHEN YOU HEAR THE SOUND OF IGNITION, SHAKE OUT THE MATCH. IF THERE IS NO SOUND OF IGNITION, TURN OFF THE DIAL AND TRY AGAIN.

Cooking on the Surface Units

UNLESS YOUR RECIPE TELLS YOU OTHERWISE, YOU MAY FIND IT EASIER TO PLACE ALL INGREDIENTS IN THE PAN BEFORE SETTING IT ON TOP OF THE RANGE. CHOOSE A SURFACE UNIT WHICH IS APPROXIMATELY THE SAME SIZE OR SLIGHTLY SMALLER THAN THE PAN. TO ALLOW FOR MAXIMUM HEAT CONDUCTION MAKE SURE THE PAN IS CENTERED ON THE SURFACE UNIT. IF THE RANGE IS COLD, YOU CAN USE YOUR FINGERS TO DO THIS. IF THE RANGE IS HOT, USE A WOODEN SPOON PLACED PERPENDICULAR TO AND ALONG THE EDGE OF THE UNIT TO CENTER THE PAN OVER THE BURNER.

WHEN YOU ARE FINISHED USING THE RANGE, REMEMBER TO CHECK THAT ALL SURFACE UNITS HAVE BEEN TURNED OFF. IT IS A GOOD IDEA TO PLACE A SAUCEPAN OF COLD WATER ON BURNERS WHICH ARE STILL HOT. THIS TECHNIQUE WILL REDUCE THE CHANCE OF TOUCHING A HOT UNIT.

Using the Oven

Kitchen mitts and a wooden spoon are helpful objects in using the oven, and might best be stored near the place of use. The wooden spoon allows you to "feel" the placement of objects and racks within the oven. It is a good idea to wear mitts on both hands when opening and closing the oven door. Stand to the side and away from the oven when opening the door to avoid hot air and steam escaping from the oven. If you are going to put something into the oven, first pull the oven rack out. Check to make sure the rack is sturdy and will not tip. Next, place the dish or pan in the center of the rack. Finally, push the rack slowly back into the oven using both mitts.

Removing Foods from the Oven

Prior to removal from the oven, select a smooth, flat surface to place the hot food. You might select the top of the range or a counter top. If you select a surface which is not heat resistant be sure to protect the surface with a hot pad. Open the oven door and pull out the rack. Use the wooden spoon to check the placement of the object. To make sure the pan or dish will clear the front edge of the rack and the range, slide the pan or dish to the front of the rack and lift straight up. Set the pan or dish on the designated location. Slide the rack back in and close the oven door immediately. Remember to turn off the oven when you are finished using it.

Things for You to Do

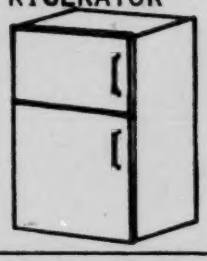
1. Investigate the temperature dials on the range in your home and at school. Mark the dials by using the method most usable for you.
2. With assistance from either your parents or teacher, try lighting a pilot light or candle.
3. Bring a saucepan of water to boil to familiarize yourself with placing and removing pans from the range.
4. Practice removing cookie sheets and cake pans from the hot oven.
5. Find the special features that your range has (such as self-cleaning oven, broiler, rotisserie, timer). How do these operate?

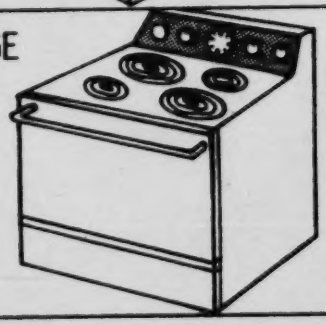
References

1. Bernard, E. "Suggestions for Aiding the Blind." New York: American Foundation for the Blind, Inc.
2. "It Isn't Always Easy...But It's Possible." Available from: Thomas J. Lipton, Inc., 800 Sylvan Ave., Englewood Cliffs, NJ 07632.
3. The Home Service Staff of the Public Service Company of Colorado. "A Manual of Program Instruction for the Visually Handicapped Homemaker." Denver: Author, 1974.
4. Schroeder, R., and Willoughby, D. "Suggestions for the Blind Cook." Des Moines: National Federation of the Blind.

KITCHEN EQUIPMENT AND APPLIANCES
WORKSHEET

NAME _____
CLASS _____
DATE _____

NAME AND PICTURE	USE	SAFETY PRECAUTIONS
REFRIGERATOR 		
ELECTRIC MIXER		
BLENDER		

NAME AND PICTURE	USE	SAFETY PRECAUTIONS
DISHWASHER		
RANGE 		

NAME AND PICTURE	USE	SAFETY PRECAUTIONS
REFRIGERATOR	COOL FOOD	DO NOT USE SHARP KNIFE WHEN DEFROSTING. MAKE SURE ITEMS ARE SET FAR ENOUGH BACK SO THEY DO NOT FALL OUT WHEN DOOR IS OPENED.
ELECTRIC MIXER	MIX FOODS	DO NOT SCRAPE BOWL WHILE MIXER IS OPERATING. MAKE SURE HANDS ARE DRY WHEN PLUGGING IN CORD.
BLENDER	CHOP, PUREE FOODS	DO NOT USE A SPOON, ETC. TO STIR WHEN BLENDER IS OPERATING.

KITCHEN EQUIPMENT AND APPLIANCES
WORKSHEET KEY

NAME _____
CLASS _____
DATE _____

30A

NAME AND PICTURE	USE	SAFETY PRECAUTIONS
DISHWASHER	WASH/DRY DISHES	MAKE SURE DISHWASHER IS PROPERLY GROUNDED.
RANGE	HEAT FOODS	TURN ALL HANDLES TOWARD CENTER.

SPIN TO WIN

Objective of Game:

(1) Students will be better able to comprehend and apply safe kitchen practices when using appliances and equipment.

Supplies Needed:

Playing board
Answer sheet
Pencil and paper
for scoring

Persons Needed:

Any number

Directions for Playing:

1. Before beginning the game, the players must choose one of these three methods for determining the winner:

   a. The first player to acquire the decided number of points.

   b. The player with the most points after an even number of turns.

   c. The player with the highest score at a given time limit.

2. One person will be chosen "keeper of the points".

3. Play will proceed clockwise.

4. The first player will spin the arrow. When the arrow stops, the "keeper of the points" will read the question. The player has one opportunity to correctly respond to the question.

5. The "keeper of the points", using the key, awards the player the proper number of points for the particular question. If the answer is not acceptable, no points are awarded, the correct answer is not given and play moves on.

6. If the arrow lands on a dividing line, the player spins again.

7. Play continues until decided method of winning is fulfilled.

General Directions for Constructing a Game Board for "Spin to Win."

Materials Needed:

1. Large sheet of tagboard 22" x 28".
2. One black felt pen and three assorted colored felt pens (1 red, 1 green, 1 blue)
3. Heavy cardboard, tagboard or plastic for the arrow. (7" x 1")

Included in Package:

1. One answer key
2. One set of questions without answers in braille

Construction of Board:

1. Write the name of the game near the top of the board.

2. With the black felt pen, draw a circle centered on the tagboard. A large plate, compass or round wastebasket may make the job easier.

3. Divide the circle into 16 equal parts.

4. Using the questions on the enclosed answer key, write one question in each pie shape, alternating the colors around the circle (eg: 1 red question, 1 blue, 1 green, 2 red, 1 blue, etc.).

5. Number each question on the board to correspond with the braille question sheet.

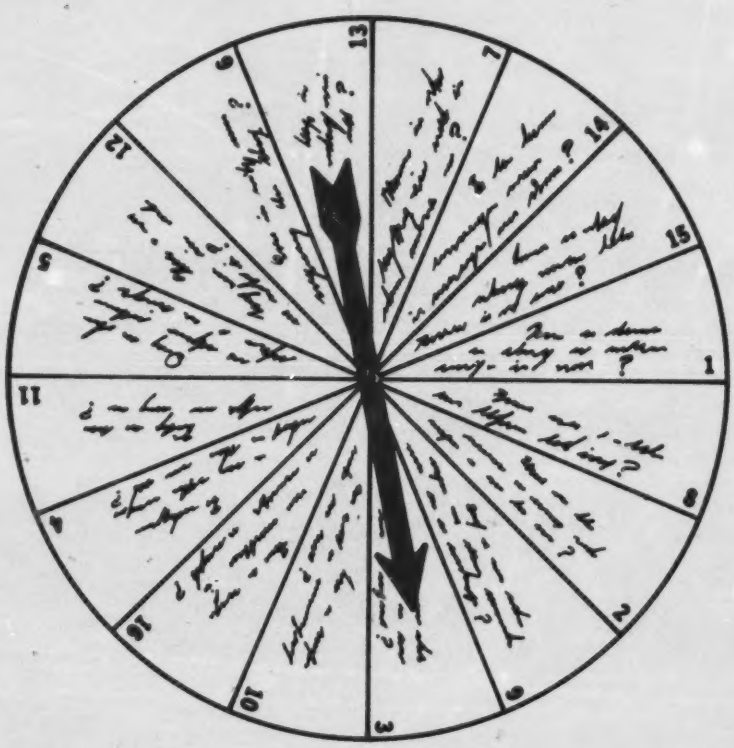
6. Print the point key in the lower left or right hand corner of the board: red question = 2 points; blue question = 3 points, green question = 4 points.

7. Cut an arrow about 1/2" x 6" from the heavy cardboard.

8. With a brass paper fastener, attach the arrow to the center of the circle. Fasten it securely enough so it won't fall out, but with enough clearance so the arrow is able to spin.

9. On the following page is an idea of how the finished game board should look.

SPIN TO WIN



SPIN TO WIN (QUESTION KEY)

RED (2 POINTS EACH)

1. DESCRIBE STEPS TO BE TAKEN IF A GLASS OBJECT IS BROKEN IN THE KITCHEN.

   ANSWER: GATHER UP GLASS WITH A BROOM OR BRUSH. (DO NOT USE A CLOTH OR YOUR HAND.)
   PLACE GLASS INTO PAPER BAG.
   LABEL BAG "BROKEN GLASS".
   DISPOSE OF IN OUTSIDE GARBAGE CAN.
   VACUUM AREA TO PICK UP ANY STRAY FRAGMENTS.

2. WHAT HAPPENS IF YOU PUT A HOT GLASS ON A COLD, WET SURFACE?

   ANSWER: THE GLASS MAY SLIDE; IT WILL CRACK OR BREAK.

3. WHAT SHOULD ALWAYS BE USED WHEN HANDLING HOT PANS OR KETTLES?

   ANSWER: GREAT CARE AND HOT PADS.

4. WHAT SHOULD BE DONE WITH A FRAYED ELECTRICAL CORD?

   ANSWER: REPAIR OR REPLACE BEFORE USING AGAIN.

5. DESCRIBE HOW TO REMOVE AN ELECTRICAL CORD FROM AN OUTLET.

   ANSWER: MAKE SURE HANDS ARE DRY; GRASP PLUG-IN AND PULL STRAIGHT OUT. DO NOT PULL CORD!

BLUE (3 POINTS EACH)

6. WHY SHOULD KNIVES ALWAYS BE KEPT SHARP?

   ANSWER: TO AVOID KNIFE FROM SLIPPING AND CUTTING YOUR HAND.

7. DESCRIBE THE PROPER WAY TO STORE KNIVES.

   ANSWER: STORE IN A SEPARATE DRAWER OR WITH PROTECTIVE GUARDS ON. KEEP OUT OF THE REACH OF CHILDREN.

8. DESCRIBE THE SAFEST WAY TO USE A PARING KNIFE TO AVOID CUTTING YOURSELF.

   ANSWER: HOLD HANDLE SECURELY. MAKE SURE KNIFE IS SHARP. USE CUTTING BOARD WHENEVER POSSIBLE. CUT AWAY FROM HAND.

9. WHY SHOULD SHARP KNIVES BE WASHED SEPARATELY?

   ANSWER: TO AVOID CUTTING HANDS OR FINGERS WHEN SEARCHING UNDER WATER FOR THEM.

10. DESCRIBE THE PROPER WAY TO DRY KNIVES.

    ANSWER: HOLD THE HANDLE SECURELY. DRY THE BLADE WITH CUTTING EDGE FACING AWAY FROM DRYING HAND.

11. TO PREVENT STEAM BURNS, HOW DO YOU REMOVE A COVER FROM A SAUCEPAN?

    ANSWER: TILT THE COVER TOWARDS YOUR BODY LETTING STEAM ESCAPE AWAY FROM FACE. (THE COVER FORMS A SHIELD.)

GREEN (4 POINTS EACH)

12. IF WATER SPILLS ON THE KITCHEN FLOOR, WHAT SHOULD BE DONE? WHY?

    ANSWER: WIPE UP IMMEDIATELY TO AVOID SLIPPING OR CHANCE OF ELECTRICAL SHOCK.

13. HOW SHOULD YOU REACH THINGS LOCATED ON HIGH SHELVES?

    ANSWER: USE A STEP STOOL. DO NOT CLIMB ON COUNTER OR STAND ON CHAIRS.

14. WHICH SHOULD BE USED WHEN HANDLING HOT PANS - A DAMP OR DRY CLOTH? WHY?

    ANSWER: ALWAYS USE A DRY CLOTH BECAUSE HEAT IS RAPIDLY CONDUCTED THROUGH WET CLOTH AND YOU WOULD BURN YOURSELF.

15. WHAT TYPES OF THINGS COULD CAUSE A FIRE IN A FRY PAN? HOW CAN IT BE PUT OUT?

    ANSWER: GREASE OR FOOD SPILLED ON A BURNER . TOO HIGH HEAT CAN CAUSE A FIRE. POUR BAKING SODA ON FLAME TO PUT FIRE OUT. COVER FRY PAN AND TURN OFF HEAT. DO NOT PUT WATER ON A GREASE FIRE.

16. WHICH DIRECTION SHOULD THE HANDLES OF POTS AND PANS POINT WHEN ON THE STOVE? WHY?

ANSWER: ALWAYS HAVE HANDLES POINTING TOWARDS THE CENTER TO AVOID BUMPING THEM OR HAVING SMALL CHILDREN PULL THEM DOWN OFF THE STOVE.

KITCHEN APPLIANCES AND EQUIPMENT
POST-TEST
40 POSSIBLE POINTS

NAME _____
CLASS _____
DATE _____

1. LIST FIVE SAFETY PRACTICES TO OBSERVE WHILE IN THE KITCHEN AREA. (5 POINTS)

2. SELECT FIVE KITCHEN APPLIANCES USED REGULARLY IN THE KITCHEN LAB OR AT HOME. NAME ONE USE AND ONE SAFETY PRECAUTION FOR EACH. (15 POINTS)

3. IDENTIFY THE NAME AND USE FOR EACH OF THE TEN ARTICLES OF KITCHEN EQUIPMENT ON THE TRAY. (20 POINTS)

	NAME	USE
A.		A.
B.		B.
C.		C.
D.		D.
E.		E.
F.		F.
G.		G.
H.		H.
I.		I.
J.		J.

KITCHEN APPLIANCES AND EQUIPMENT
POST-TEST KEY
40 POSSIBLE POINTS

NAME _____
CLASS _____
DATE _____

1. LIST FIVE SAFETY PRACTICES TO OBSERVE WHILE IN THE KITCHEN AREA. (5 POINTS)

   (1) HAVE ALL HANDLES OF KETTLES TURNED TOWARD CENTER OF STOVE.
   (2) MAKE SURE HANDS ARE DRY BEFORE DISCONNECTING AN ELECTRICAL APPLIANCE.
   (3) WIPE UP ANY WATER SPILLS ON KITCHEN FLOOR IMMEDIATELY.
   (4) USE A STEP STOOL FOR REACHING OBJECTS IN HIGH CUPBOARDS.
   (5) WASH AND DRY SHARP KNIVES SEPARATELY FROM OTHER UTENSILS.

2. SELECT FIVE KITCHEN APPLIANCES USED REGULARLY IN THE KITCHEN LAB OR AT HOME. NAME ONE USE AND ONE SAFETY PRECAUTION FOR EACH. (15 POINTS)

   RANGE -HEAT FOODS - TURN ALL HANDLES TOWARDS CENTER
   REFRIGERATOR - COOL FOODS - DO NOT USE SHARP KNIFE WHEN DEFROSTING FREEZER
   DISHWASHER - WASH DISHES - DO NOT PUT PLASTIC ITEMS IN DISHWASHER
   BLENDER - CHOP FOODS - DO NOT STIR WHILE OPERATING
   ELECTRIC MIXER - MIX INGREDIENTS - DO NOT SCRAPE SIDES OF BOWL WHILE OPERATING

3. IDENTIFY THE NAME AND USE FOR EACH OF THE TEN ARTICLES OF KITCHEN EQUIPMENT ON THE TRAY. (20 POINTS)

   ITEMS IDENTIFIED BY INDIVIDUAL TEACHER

II. Lesson 2: Kitchen Work Areas

A. Objectives:

1. The student will be better able to practice work simplification by determining the proper storage of kitchen appliances and equipment.
2. The student will be more aware of various work areas within the kitchen.
3. The student will be more aware of the appropriate location of various appliances and equipment stored in the kitchen.
4. The student will be better able to explain the need for orderliness in the kitchen.

B. Generalization:

1. The arrangement of equipment and appliances in kitchen work areas influences the use of energy, time and motion.

C. Pre-test 36

D. Learning Activities:

1. Organizing Kitchen Equipment: Have all cupboards and drawers emptied of all kitchen utensils and equipment. The students divide into kitchen units and arrange kitchen as they feel would be most convenient. Exchange units and compare arrangements. Discuss the necessity of organizing equipment.
2. Information Sheet: Work Areas Within the Kitchen 37
3. Kitchen Tour: Identify work areas and location of various appliances and equipment.
4. Discussion: How does kitchen arrangement increase work simplification?
5. Label Kitchen: Students label kitchen storage areas in large print and braille.
6. "Find and Tell": A kitchen equipment game to aid students in learning the names, uses, and location of kitchen equipment. (This game should be used only when the blind student has become very familiar with the kitchen unit.) 38
7. "Pass to the Left": A game to review the name, use, and proper storage area of various kitchen utensils. 39

E. Post-test 40

F. Further Activities:

1. Check your kitchen at home. Identify the work areas and see if storage of equipment is different from that in the kitchen lab.

2. Braille kitchen storage areas at home if this would be beneficial to you.

* Notes to the Teacher:

1. When giving the pre-test to a educationally blind student, have the student list one work area at a time followed by a list of appliances and/or equipment located in that area.

2. When giving the post-test to a educationally blind student, have the student list the work area each item from Question 2 is located in.

3. "Pass to the Left" cards need to be cut on a paper cutter.

4. If you anticipate heavy use of the "Pass to the Left" cards, you may wish to laminate them. They may be laminated in your school's dry mount press or with do-it-yourself self-laminating sheets.

WORK AREAS WITHIN THE KITCHEN
PRE-TEST
40 POSSIBLE POINTS

NAME _____
CLASS _____
DATE _____

1. THERE ARE FIVE WORK AREAS FOUND IN THE KITCHEN LAB AND AT HOME. LIST THESE AREAS IN THE SQUARES IN THE LEFT-HAND COLUMN. AS YOU LIST EACH AREA, NAME ONE KITCHEN APPLIANCE OR EQUIPMENT WHICH YOU WOULD FIND IN THIS AREA IN THE RIGHT-HAND COLUMN. (35 POINTS)

WORK AREAS	APPLIANCES OR EQUIPMENT WITHIN THE AREA

2. GIVE ONE REASON WHY THE APPLIANCES AND/OR EQUIPMENT WERE PLACED IN THE AREAS THAT YOU INDICATED. (5 POINTS)

WORK AREAS WITHIN THE KITCHEN
PRE-TEST KEY
40 POSSIBLE POINTS

NAME _____
CLASS _____
DATE _____

1. THERE ARE FIVE WORK AREAS FOUND IN THE KITCHEN LAB AND AT HOME. LIST THESE AREAS IN THE SQUARES IN THE LEFT-HAND COLUMN. AS YOU LIST EACH AREA, NAME ONE KITCHEN APPLIANCE OR EQUIPMENT WHICH YOU WOULD FIND IN THIS AREA IN THE RIGHT-HAND COLUMN. (35 POINTS)

WORK AREAS	APPLIANCES OR EQUIPMENT WITHIN THE AREA
SINK AREA	KNIVES AND BRUSHES FOR PREPARING VEGETABLES COLANDERS, STRAINERS, FUNNEL DISHWASHING EQUIPMENT GARBAGE CAN AND WASTEBASKET
MIX AREA	MEASURING CUPS AND MEASURING SPOONS ROLLING, CUTTING, AND GRINDING TOOLS BAKING PANS CASSEROLES BOWLS, BEATERS, SIFTERS
RANGE AREA	SAUCEPANS, SKILLETS, GRIDDLES, AND COVERS MEASURING, STIRRING, TESTING, TURNING AND CARVING TOOLS KNIFE SHARPENER, CAN OPENER
SERVING AREA	CHINA, GLASSWARE, SILVER, LINENS, TABLE ACCESSORIES SERVING TRAY OR CART
REFRIGERATOR AREA	STORAGE DISHES FREEZER PAPER, BAGS, ETC.

2. GIVE ONE REASON WHY THE APPLIANCES AND/OR EQUIPMENT WERE PLACED IN THE AREAS THAT YOU INDICATED. (5 POINTS)

TO SAVE TIME, ENERGY, AND MOTION, APPLIANCES AND/OR EQUIPMENT SHOULD BE STORED WHERE USED.

WORK AREAS WITHIN THE KITCHEN
INFORMATION SHEET

NAME _____
CLASS _____
DATE _____

THERE ARE FIVE VARIOUS WORK AREAS FOUND IN THE KITCHEN LAB AND AT HOME. THESE AREAS INCLUDE:

1. THE SINK AREA WITH WATER AND DRAINAGE FOR FOOD PREPARATION AND DISHWASHING.
2. THE MIX AREA WITH STORAGE FOR SUPPLIES AND SPACE FOR MIXING.
3. THE REFRIGERATOR AND FREEZER AREA FOR STORAGE OF PERISHABLE AND FROZEN FOODS.
4. THE RANGE AND OVEN AREA FOR COOKING.
5. THE SERVING AREA FOR STORAGE OF SERVING DISHES AND CHINA, GLASSWARE, AND OTHER TABLE APPOINTMENTS.

TO SIMPLIFY KITCHEN TASKS, PROPER USAGE OF THESE AREAS SHOULD BE MADE. BELOW LIST ANY UTENSILS, EQUIPMENT, ETC. THAT WOULD BE BEST KEPT IN THESE AREAS.

SINK AREA

RANGE AREA

MIX AREA

SERVING AREA

REFRIGERATOR AREA

KITCHEN WORK AREAS
WORKSHEET KEY

NAME _____
CLASS _____
DATE _____

THERE ARE FIVE VARIOUS WORK AREAS FOUND IN THE KITCHEN LAB AND AT HOME. THESE AREAS INCLUDE:

(1) THE SINK AREA WITH WATER AND DRAINAGE FOR FOOD PREPARATION AND DISHWASHING.

(2) THE MIX AREA WITH STORAGE FOR SUPPLIES AND SPACE FOR MIXING.

(3) THE REFRIGERATOR AND FREEZER AREA FOR STORAGE OF PERISHABLE AND FROZEN FOODS.

(4) THE RANGE AND OVEN AREA FOR COOKING.

(5) THE SERVING AREA FOR STORAGE OF SERVING DISHES AND CHINA, GLASSWARE, AND OTHER TABLE APPOINTMENTS.

TO SIMPLIFY KITCHEN TASKS, PROPER USAGE OF THESE AREAS SHOULD BE MADE. BELOW LIST ANY UTENSILS, EQUIPMENT, ETC. THAT WOULD BE BEST KEPT IN THESE AREAS.

SINK AREA

-KNIVES AND BRUSHES FOR PREPARING VEGETABLES
-COLANDERS, STRAINERS AND FUNNEL
-DISHWASHING EQUIPMENT
-GARBAGE CAN AND WASTEBASKET

MIX AREA

-CASSEROLES
-MEASURING CUP AND MEASURING SPOONS
-BOWLS, BEATERS, SIFTERS
-ROLLING, CUTTING, AND GRINDING TOOLS
-BAKING PANS

REFRIGERATOR AREA

-STORAGE DISHES
-FREEZER PAPER, BAGS, ETC.

RANGE AREA

-SAUCEPANS, SKILLETS, GRIDDLES, AND COVERS
-MEASURING, STIRRING, TASTING AND TURNING TOOLS
-KNIFE SHARPENER AND CAN OPENER

SERVING AREA

-GLASSWARE, FLATWARE
-TABLECLOTHS
-TABLE ACCESSORIES
-SERVING TRAY OR CART

FIND AND TELL

Objective of Game:

(1) Students will be better able to identify the proper name and use of common kitchen utensils.

Supplies Needed:

Game list for
team captains

Persons Needed:

Team captains
2-3 players per team

Directions for Playing:

1. Divide class into teams of 3 or 4 players.
2. Appoint team captains.
3. Distribute game list to captains making sure team members do not see them.
4. At starting time, team captain tells first member name of utensil he must find.
5. Team member goes into the kitchen, finds utensil, returns to team captain and tells storage location of utensil and one use of utensil.
6. No communication can be given to team member while he/she is in the kitchen unit.
7. Team that completes game list first is declared the "winner".
8. After all teams have completed game list, go over game list discussing pros and cons of storage location and various uses of utensils. A discussion on safety practices could also be included.

TEAM MEMBERS:

TEAM NUMBER _____
CLASS _____
DATE _____

GAME LIST

NAME OF EQUIPMENT	LOCATION	USE
1. SIFTER		
2. WOODEN SPOONS		
3. MEASURING CUPS		
4. ROLLING PIN		
5. LIQUID MEASURING CUPS		
6. MEASURING SPOONS		
7. RUBBER SCRAPER		
8. GRATER		
9. SPATULA		
10. COOLING RACK		
11. TURNER		
12. COOKIE SHEETS		
13. EGG BEATER		
14. ELECTRIC MIXER		
15. MIXING BOWLS		
OTHER ITEMS		

PASS TO THE LEFT

Objective of Game:

(1) Students will review the name, use, and proper storage area for various kitchen utensils and equipment.

Supplies Needed:

Deck of "Pass to the Left" cards
including 25 work area cards,
25 name of equipment cards,
and 25 use cards.

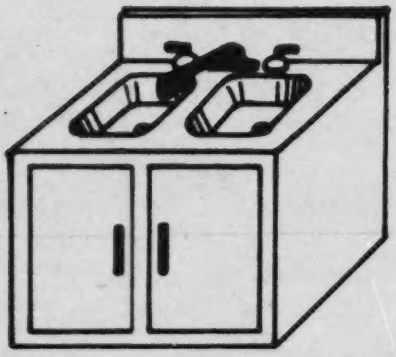
Persons Needed:

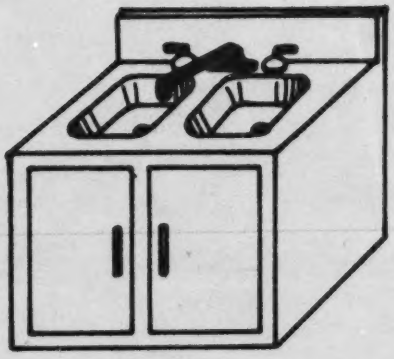
3-6 players

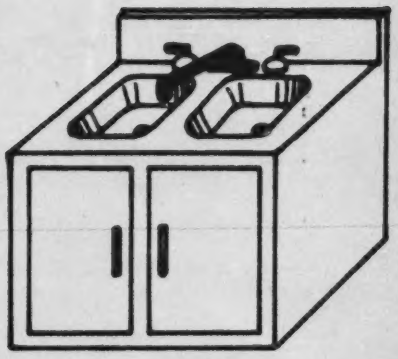
Directions for Playing:

1. All cards are shuffled and dealt out by a dealer.
2. Object of the game is to match work area card, object card, and use card.
3. After allowing time for players to sort cards, the dealer calls out "pass to the left" at which time each player selects an unmatched card from his hand and passes it face down to the player on his left.
4. As a match of three corresponding cards is made, it is laid on the table.
5. Play and passing continues until one player matches all his cards and goes out.

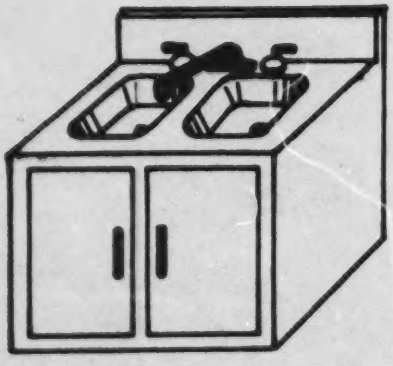
SINK AREA SINK AREA SINK AREA

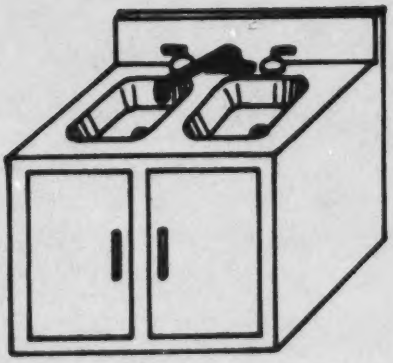


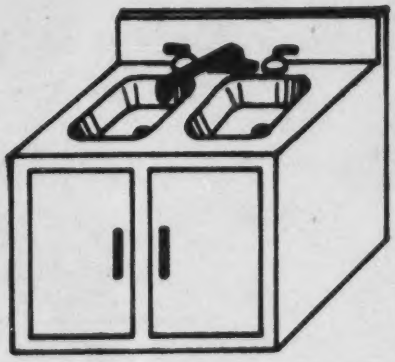




SINK AREA SINK AREA SINK AREA



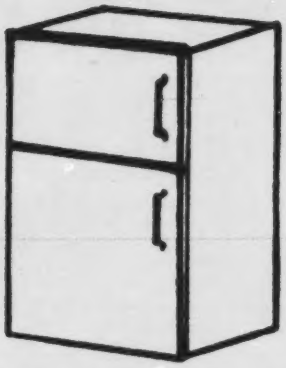




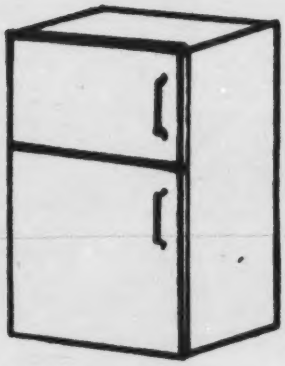
RANGE AREA RANGE AREA RANGE AREA

RANGE AREA RANGE AREA RANGE AREA

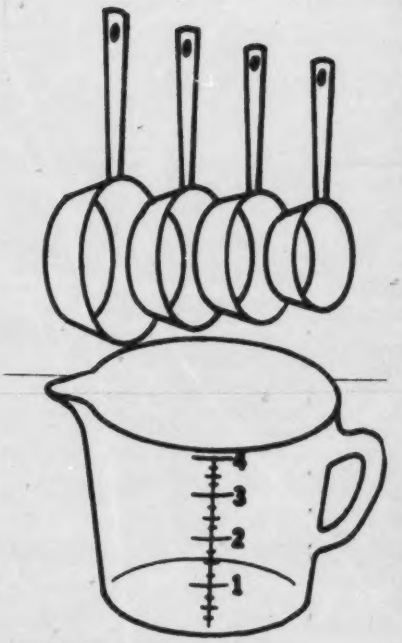
REFRIGERATOR AREA



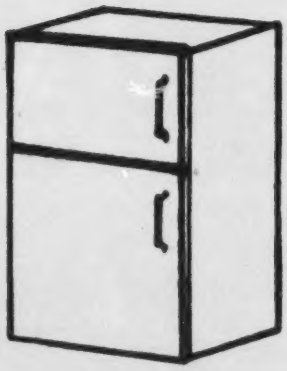
REFRIGERATOR AREA



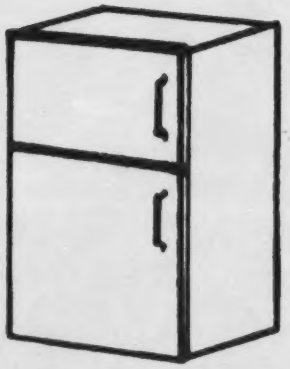
MEASURING CUPS



REFRIGATOR AREA



REFRI GATOR AREA



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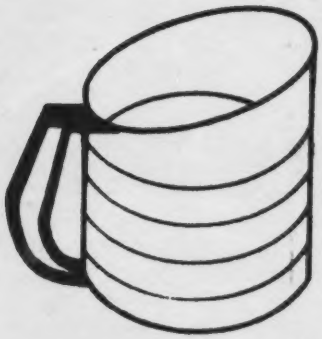


To drain liquid off foods

To serve beverages

To incorporate air

To get food from plate to mouth

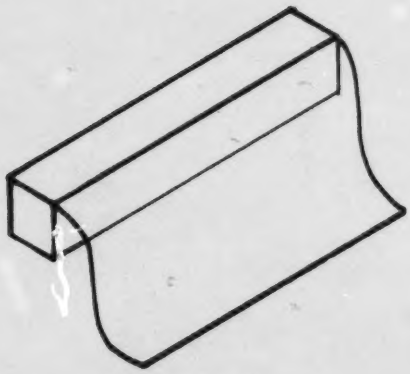
To cool baked goods

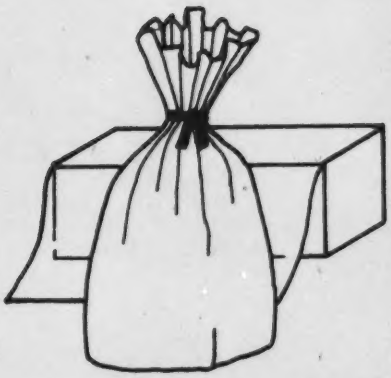
To protect hands from hot equipment

TO CARRY FOODS TO TABLE

FREEZER PAPER

FREEZER BAGS

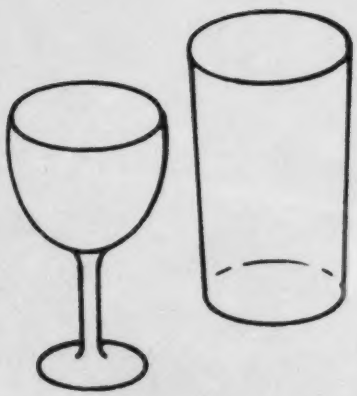


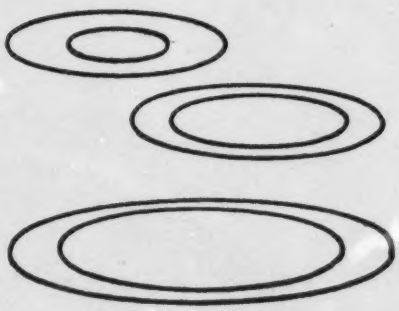


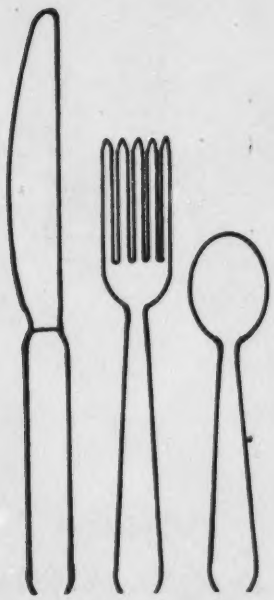
GLASSWARE

PLATES

FLATWARE

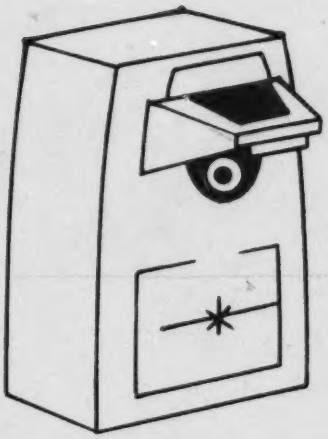




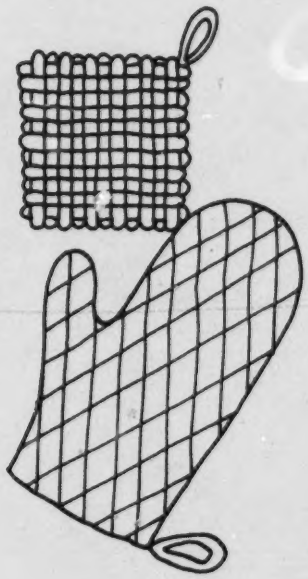


VEGETABLE BRUSH

CAN OPENER

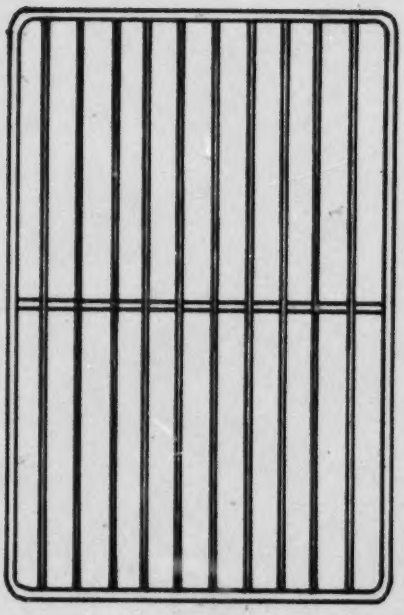


POT HOLDERS



SERVING TRAY

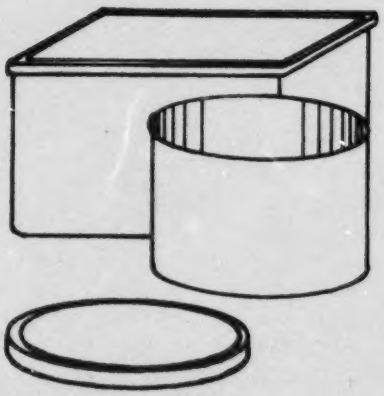
COOLING RACK



DISHWASHER SOAP

GARBAGE CAN

PLASTIC STORAGE CONTAINERS



JUICE CONTAINER

TO REMOVE SKINS OF FRUITS AND VEGETABLES

TO REMOVE FOOD FROM BOWL

TO STORE LEFTOVERS OR FRESH FOOD

TO CUT FRUITS AND VEGETABLES

TO LIFT TENDER FOODS OR TO REMOVE COOKIES FROM COOKIE SHEET

TO STORE GARBAGE

To remove covers from cans

To serve food at mealtime

To store leftover or fresh food

To heat foods

To store leftover foods or fresh foods

To clean dishes

TO FLATTEN PIE CRUST OR BISCUITS

TO GET LUMPS OUT OF FLOUR, SUGAR

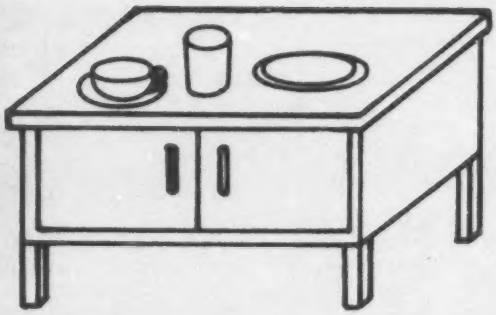
TO MAKE CAKES

TO CLEAN FRUITS OR VEGETABLES

TO MEASURE DRY OR LIQUID INGREDIENTS

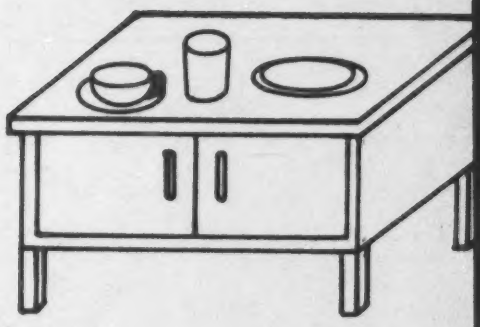
TO KEEP READY-TO-SERVE BEVERAGES COLD

SERVINGAREA

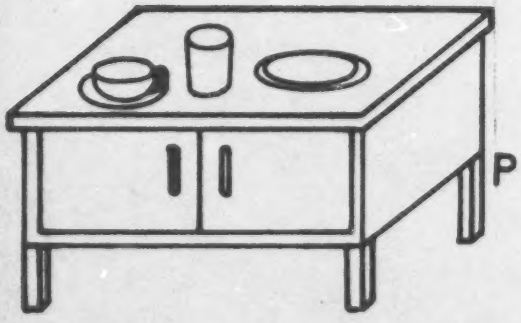


EGG BEATER

SERVING AREA

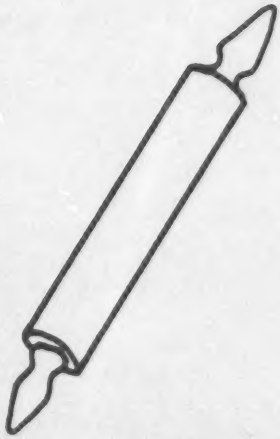


SERVING AREA

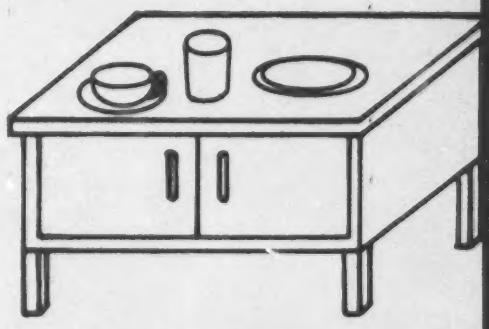


P

ROLLING PIN



SERVING AREA



MIX AREA

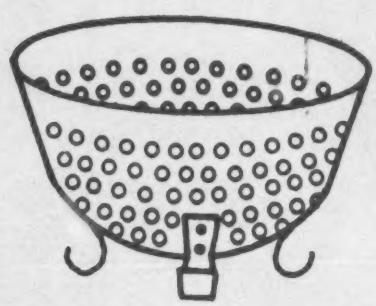
MIX AREA

MIX AREA

MIX AREA

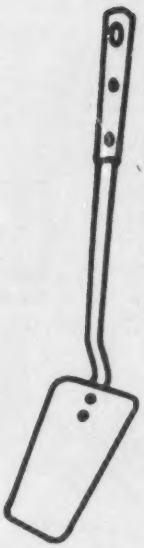
MIX AREA

COLANDER



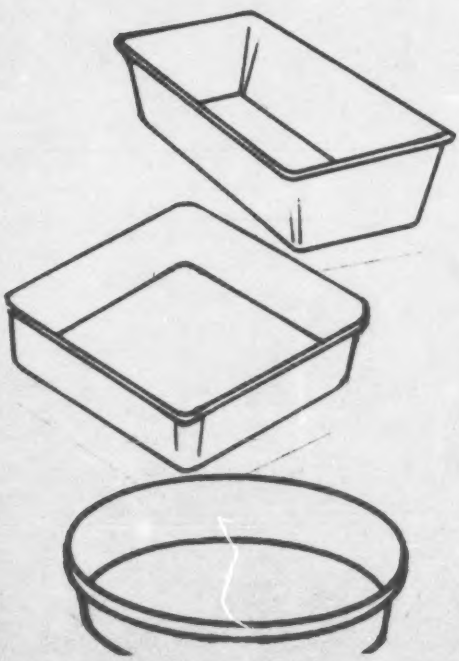
PARING KNIFE

TURNER

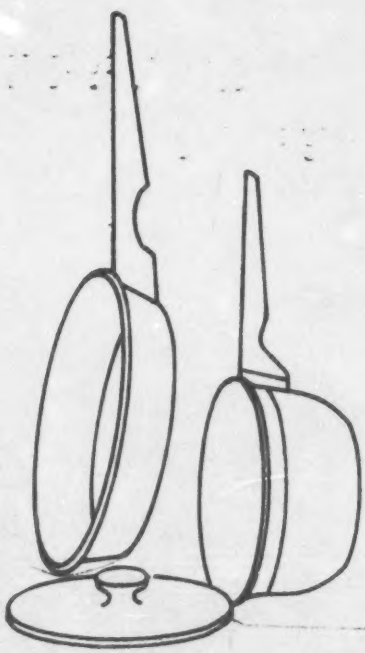


RUBBER SCRAPER

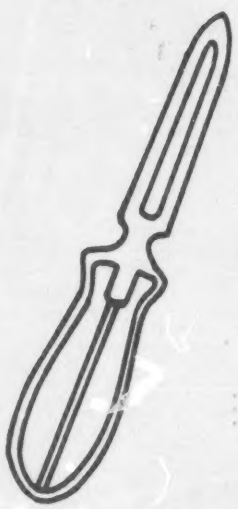
CAKE PANS



POTS & PANS



VEGETABLE PEELER



WORK AREAS WITHIN THE KITCHEN
POST-TEST
40 POSSIBLE POINTS

NAME _____
CLASS _____
DATE _____

1. LIST THE FIVE WORK AREAS FOUND IN A KITCHEN. (10 POINTS)

(1) (4)

(2) (5)

(3)

2. INDICATE THE NAME OF THE WORK AREA IN WHICH EACH OF THESE ITEMS WOULD MOST EFFICIENTLY BE STORED. (20 POINTS)

_____ COLANDER

_____ KNIFE SHARPENER

_____ TABLECLOTH

_____ ROLLING PIN

_____ COOKIE CUTTER

_____ MEASURING SPOONS

_____ SAUCEPAN

_____ ELECTRIC MIXER

_____ BLENDER

_____ FREEZER BAGS

_____ CUTTING BOARD

_____ VEGETABLE BRUSH

_____ VEGETABLE PEELER

_____ GLASSWARE

_____ SERVING TRAYS

_____ DISHWASHING SOAP

_____ MEASURING CUPS

_____ COFFEE POT

_____ FOOD CONTAINERS

_____ MIXING BOWLS

3. OF WHAT ADVANTAGE IS STORING THE EQUIPMENT IN THE AREA THAT YOU INDICATED? (10 POINTS)

WORK AREAS WITHIN THE KITCHEN
POST-TEST KEY
40 POSSIBLE POINTS

NAME _____
CLASS _____
DATE _____

1. LIST THE FIVE WORK AREAS FOUND IN A KITCHEN. (10 POINTS)

(1) SINK AREA
(2) MIX AREA
(3) REFRIGERATOR AREA
(4) RANGE AREA
(5) SERVING AREA

2. INDICATE THE NAME OF THE WORK AREA IN WHICH EACH OF THESE ITEMS WOULD MOST EFFICIENTLY BE STORED. (20 POINTS)

SINK AREA	COLANDER
RANGE AREA	KNIFE SHARPENER
SERVING AREA	TABLECLOTH
MIX AREA	ROLLING PIN
MIX AREA	COOKIE CUTTER
MIX AREA	MEASURING SPOONS
RANGE AREA	SAUCEPAN
MIX AREA	ELECTRIC MIXER
MIX AREA	BLENDER
REFRIGERATOR	FREEZER BAGS
MIX AREA	CUTTING BOARD
SINK AREA	VEGETABLE BRUSH
SINK AREA	VEGETABLE PEELER
SERVING AREA	GLASSWARE
SERVING AREA	SERVING TRAYS
SINK AREA	DISHWASHING SOAP
MIX AREA	MEASURING CUPS
SERVING AREA	COFFEE POT
REFRIGERATOR	FOOD CONTAINERS

MIX AREA MIXING BOWLS

3. OF WHAT ADVANTAGE IS STORING THE EQUIPMENT IN THE AREA THAT YOU INDICATED? (10 POINTS)

SAVES TIME, ENERGY AND MOTIONS.

III. Lesson 3: Cleanliness Within the Kitchen

A. Objective:

1. The student will be better able to practice procedures needed to maintain a clean kitchen area.

B. Generalization:

1. Cleanliness in the laboratory and at home helps prevent the spread of germs and contributes to the appetite appeal of the food prepared.

C. Pre-test 44

D. Learning Activities:

1. Discussion: Why are cleanliness habits desirable?

2. Information Sheet: (Visually impaired student) "Making Kitchen and Dishes Sparkle" 46
3. Microscope Lab: In pairs, observe microscope slide of chipped plate, soiled dish cloth, soiled fork, hair, fingerprints. Complete worksheet 49
4. Teacher Lecture Demonstration: Proper cleaning of oven, top of range, refrigerator, can opener, blender, electric mixer, dishwasher.
5. Discussion: Why is cleanliness important in the kitchen lab? Role play good/bad cleanliness practices.
6. Fill-in Story:

. 50

E. Post-test 53

F. Further Activities:

1. Observe or discuss kitchen cleanliness of someone working in the kitchen. How closely does the person follow cleanliness rules?

G. Suggested Resources:

1. Films
   a. "Sanitation: Rules Make Sense" and
   b. "Sanitation: Why All the Fuss."

   Available from: National Education Media, Inc.

* Notes to the Teacher:

1. When giving either the pre- or post-test to a educationally blind student, instruct the student to place a whole braille cell instead of an X in front of each question he/she can answer "yes" to.

2. To prepare slides for microscope lab, put a drop of water on the slide plate. Put hair (or whatever) on the slide and cover with cover plate. If you have problems, ask the school biology teacher for assistance.

3. Before the educationally blind student begins to complete the "Whistle While We Work" story, instruct him/her to use a separate sheet of braille paper. On this sheet list each number with the corresponding response to the fill-in story.

CLEANLINESS IN THE KITCHEN
PRE-TEST CHECKLIST

NAME _____
CLASS _____
DATE _____

DIRECTIONS: PLACE AN (X) TO THE LEFT OF EACH QUESTION TO WHICH YOU ARE ABLE TO ANSWER "YES". WORK ON THE OTHER HABITS UNTIL YOU CAN CHECK EACH ONE.

____ 1. DO I KEEP MY HAIR FASTENED BACK NEATLY WHILE WORKING WITH FOODS?

____ 2. DO I WASH MY HANDS AND CHECK MY NAILS TO MAKE SURE THEY ARE CLEAN BEFORE BEGINNING WORK?

____ 3. DO I WIPE MY HANDS ONLY ON A HAND TOWEL OR PAPER TOWEL?

____ 4. DO I KEEP MY TISSUE PUT AWAY WHILE WORKING? OR IF IT IS NECESSARY TO USE IT, DO I WASH MY HANDS BEFORE WORKING AGAIN?

____ 5. DO I WEAR A CLEAN APRON WHILE WORKING?

____ 6. AM I SHORTENING THE WORK OF CLEANING BY PLACING SOILED UTENSILS OR SCRAPS ON A PAN OR PAPER?

____ 7. DO I USE THE SMALLEST NUMBER OF UTENSILS NECESSARY IN COOKING?

____ 8. DO I WASH THE SPOON AFTER TASTING FOOD?

____ 9. DO I USE A PIECE OF PAPER OR A BRUSH INSTEAD OF MY FINGERS IN GREASING PANS?

____ 10. DO I USE CLEAN, HOT, SOAPY WATER TO WASH THE DISHES AND THEN RINSE IN CLEAN, SCALDING WATER?

____ 11. DO I WASH GLASSES FIRST, SILVER SECOND, CHINA THIRD, AND COOKING UTENSILS LAST?

____ 12. DO I SWEEP THE FLOOR RAISING AS LITTLE DUST AS POSSIBLE?

____ 13. DO I CHECK THE COUNTERTOP TO MAKE SURE IT IS SPOTLESS?

____ 14. DO I EMPTY THE TRASH BASKETS AND RE-LINE THEM WITH PAPER OR DISPOSABLE BAGS?

____ 15. DO I MAKE SURE ALL GREASE AND FOOD PARTICLES ARE REMOVED FROM THE RANGE TOP?

____ 16. Do I WASH THE CAN OPENER AFTER EACH USE TO PREVENT BUILD-UP OF FOOD PARTICLES AND RESIDUE?

____ 17. Do I WIPE UP ALL SPILLS IN THE REFRIGERATOR AND WIPE THE DOOR TO REMOVE ANY FINGER MARKS ON IT?

____ 18. Do I SEPARATE AND WASH ALL WASHABLE PARTS OF THE BLENDER?

____ 19. Do I CHECK THE OVEN FOR SPILLS AND CLEAN IT AS SOON AS THE OVEN IS COOLED?

____ 20. Do I TAKE A FINAL CHECK OF THE KITCHEN TO MAKE SURE THAT EVERYTHING IS CLEAN AND ORDERLY?

NAME _____
CLASS _____
DATE _____

CLUES FOR A SPARKLING CLEAN KITCHEN

YOU HAVE PROBABLY HEARD THAT AN OUNCE OF PREVENTION IS WORTH A POUND OF CURE. WHAT THAT SAYS ABOUT WORKING IN THE KITCHEN IS THAT BY THINKING AHEAD, YOU CAN SAVE SOME CLEAN-UP TIME WHEN YOU FINISH. THE FOLLOWING SUGGESTIONS CAN ASSIST YOU IN HELPING YOUR KITCHEN SPARKLE:

1. BEFORE YOU BEGIN, ASSEMBLE ALL THE NEEDED INGREDIENTS AND PLACE THEM ON A TRAY.
2. AS YOU FINISH USING THE INGREDIENTS NEEDED IN THE RECIPE, RETURN EACH TO THE TRAY. WHEN YOU COMPLETE THE ENTIRE RECIPE RETURN ALL INGREDIENTS TO THEIR PROPER PLACES.
3. IF YOUR RECIPE CALLS FOR INGREDIENTS WHICH MUST BE SIFTED OR POURED, DO SO OVER A PIECE OF WAXED PAPER OR TRAY. THIS WILL KEEP ANY ACCIDENTAL SPILLS IN ONE PLACE.
4. THE SINK IS A HANDY PLACE TO PEEL POTATOES, TRIM CELERY, HUSK CORN, OR DO A NUMBER OF OTHER MESSY JOBS.
5. WHILE THE FOOD IS COOKING OR BAKING, WASH THE UTENSILS YOU HAVE USED OR RINSE AND STACK THEM.

NO MATTER HOW CAREFUL YOU ARE WHEN WORKING IN THE KITCHEN, YOU ARE STILL APT TO HAVE AN OCCASIONAL SPILL. KEEP A CLEAN, DAMP CLOTH OR SPONGE HANDY SO YOU CAN WIPE UP SPILLS RIGHT AWAY. NOT ONLY IS IT EASIER TO CLEAN UP FRESH SPILLS, IT ALSO REDUCES THE CHANCE ON AN ACCIDENT.

BY RUNNING THE PALM OF YOUR HAND OVER THE SPILL AREA, YOU CAN MAKE SURE YOU HAVE DONE A GOOD JOB OF CLEANING UP.

THE COUNTERS SHOULD BE CLEANED AFTER THEY HAVE BEEN USED. ONE EASY WAY TO BE SURE THE WHOLE SURFACE HAS BEEN WIPED IS TO OVERLAP EACH STROKE. WITH A CLOTH OR SPONGE RINSED IN HOT, SOAPY WATER AND WRUNG OUT, BEGIN AT A BACK CORNER OF THE COUNTER. WIPE STRAIGHT TOWARD YOURSELF UNTIL YOU REACH THE COUNTER EDGE. NOW MOVE YOUR HAND ONE HALF THE WIDTH OF THE CLOTH OR SPONGE AND WIPE TO THE BACK EDGE OF THE COUNTER. CONTINUE MOVING YOUR HAND ONLY ONE HALF THE WIDTH OF EACH STROKE, MOVING BACK AND FORTH UNTIL YOU HAVE WIPED THE ENTIRE COUNTER. IT IS A GOOD IDEA TO RINSE THE CLOTH OR SPONGE EVERY ONCE IN AWHILE TO KEEP IT FRESH. A SECOND TRIP OVER THE COUNTER WITH THE CLOTH RINSED IN CLEAR HOT WATER AND WRUNG OUT TO ALMOST DRY WILL ELIMINATE ANY STREAKS OR SPOTS THAT FORMED.

MOST HOMEMAKERS FIND IT EASIEST TO HAVE A REGULAR CLEANING SCHEDULE. A <u>DAILY</u> WIPING WILL KEEP APPLIANCES AND COUNTERS CLEAN. A GOOD TIME TO DO THIS IS AFTER WASHING THE DISHES BEFORE LETTING THE HOT, SOAPY WATER OUT OF THE SINK. CHECK THE REFRIGERATOR ONCE A <u>WEEK</u>...(SET A SPECIFIC DAY SO IT BECOMES A HABIT). DISCARD LEFTOVERS THAT HAVE NOT BEEN USED AND WIPE UP ANY SPILLS. ONCE A <u>MONTH</u> CHECK TO SEE IF THE FREEZER NEEDS DEFROSTING. ALSO CHECK THE RANGE; IF CLEANING IS NECESSARY, BE SURE TO FOLLOW THE MANUFACTURER'S DIRECTIONS.

DISHES MUST BE DONE DAILY AND SOMETIMES SEVERAL TIMES A DAY. TO KEEP THE JOB AS ENJOYABLE AS POSSIBLE, DEVELOP SOME GOOD HABITS.

1. WASHING: STACK AND ORGANIZE ALL DISHES, GLASSES, FLATWARE, AND PANS BEFORE BEGINNING TO WASH. A RUBBER MAT ON THE BOTTOM OF THE SINK(S) AND ON THE DIVIDER BETWEEN SINKS WILL LESSEN THE CHANCE OF DISHES SLIPPING AND BREAKING. A RUBBER COATED DISH DRAINER IS A HANDY ADDITION ALSO.

   USE A SOFT SPONGE OR CLOTH TO CLEAN THE INSIDE OF GLASSES. TWIST AROUND AND AROUND TO CLEAN THOROUGHLY. BE SURE NOT TO FORCE YOUR HAND INTO THE GLASS AND RISK BREAKING IT. WASH ALL ITEMS INSIDE AND OUT, BACK SIDE AND FRONT. PLACE FORK TINES AND KNIFE POINTS FACING DOWN IN A DESIGNATED SPOT OF THE DRAINER. REMEMBER TO SEPARATE AND WASH INDIVIDUALLY ANY SHARP OR POINTED UTENSILS.

   EVERYTHING SHOULD BE RINSED IN HOT WATER AND LEFT TO DRY.

2. DRYING: AFTER RINSING EVERYTHING IN HOT WATER YOU MAY ALLOW DISHES TO AIR DRY OR YOU MAY CHOOSE TO TOWEL DRY. USING A CLEAN, DRY TOWEL, GENTLY TWIST THE TOWEL DEEP INTO THE GLASSES TO WIPE INSIDE. IF YOU HAVE MANY DISHES TO WIPE YOU MAY HAVE TO USE MORE THAN ONE TOWEL. MAKE SURE THE DISHES AND SILVERWARE ARE COMPLETELY DRY BEFORE PUTTING THEM AWAY.

Things for You to Do

1. Practice wiping off the counter.
2. Give the person responsible for washing the dishes in your home a week's vacation from doing dinner dishes.

References

1. Bernard, E. "Suggestions for Aiding the Blind." New York: American Foundation for the Blind, Inc.
2. The Home Service Staff of the Public Service Company of Colorado. "A Manual of Program Instruction for the Visually Handicapped Homemaker." Denver, Author, 1974.
3. "It Isn't Always Easy...But It's Possible." Available from Thomas J. Lipton, Inc., 800 Sylvan Avenue, Englewood Cliffs, NJ 07632.
4. Schroeder, R., and Willoughby, D. "Suggestions for the Blind Cook." Des Moines: National Federation of the Blind.

CLEANLINESS IN THE KITCHEN
MICROSCOPE LAB SHEET

NAME _____
CLASS _____
DATE _____

NAME OF SLIDE	DESCRIBE WHAT YOU SAW
1.	
2.	
3.	
4.	
5.	

CLEANLINESS IN THE KITCHEN
POST-TEST CHECKLIST

NAME _____
CLASS _____
DATE _____

DIRECTIONS: PLACE AN (X) TO THE LEFT OF EACH QUESTION TO WHICH YOU ARE ABLE TO ANSWER "YES".

____ 1. DO I KEEP MY HAIR FASTENED BACK NEATLY WHILE WORKING WITH FOODS?

____ 2. DO I WASH MY HANDS AND CHECK MY NAILS TO MAKE SURE THEY ARE CLEAN BEFORE BEGINNING WORK?

____ 3. DO I WIPE MY HANDS ONLY ON A HAND TOWEL OR PAPER TOWEL?

____ 4. DO I KEEP MY TISSUE PUT AWAY WHILE WORKING? OR IF IT IS NECESSARY TO USE IT, DO I WASH MY HANDS BEFORE WORKING AGAIN?

____ 5. DO I WEAR A CLEAN APRON WHILE WORKING?

____ 6. AM I SHORTENING THE WORK OF CLEANING BY PLACING SOILED UTENSILS OR SCRAPS ON A PAN OR PAPER?

____ 7. DO I USE THE SMALLEST NUMBER OF UTENSILS NECESSARY IN COOKING?

____ 8. DO I WASH THE SPOON AFTER TASTING FOOD?

____ 9. DO I USE A PIECE OF PAPER OR A BRUSH INSTEAD OF MY FINGERS IN GREASING PANS?

____ 10. DO I USE CLEAN, HOT, SOAPY WATER TO WASH THE DISHES AND THEN RINSE IN CLEAN, SCALDING WATER?

____ 11. DO I WASH GLASSES FIRST, SILVER SECOND, CHINA THIRD, AND COOKING UTENSILS LAST?

____ 12. DO I SWEEP THE FLOOR RAISING AS LITTLE DUST AS POSSIBLE?

____ 13. DO I CHECK THE COUNTERTOP TO MAKE SURE IT IS SPOTLESS?

____ 14. DO I EMPTY THE TRASH BASKETS AND RE-LINE THEM WITH PAPER OR DISPOSABLE BAGS?

____ 15. DO I MAKE SURE ALL GREASE AND FOOD PARTICLES ARE REMOVED FROM THE RANGE TOP?

____ 16. Do I WASH THE CAN OPENER AFTER EACH USE TO PREVENT BUILD-UP OF FOOD PARTICLES AND RESIDUE?

____ 17. Do I WIPE UP ALL SPILLS IN THE REFRIGERATOR AND WIPE THE DOOR TO REMOVE ANY FINGER MARKS ON IT?

____ 18. Do I SEPARATE AND WASH ALL WASHABLE PARTS OF THE BLENDER?

____ 19. Do I CHECK THE OVEN FOR SPILLS AND CLEAN IT AS SOON AS THE OVEN IS COOLED?

____ 20. Do I TAKE A FINAL CHECK OF THE KITCHEN TO MAKE SURE THAT EVERYTHING IS CLEAN AND ORDERLY?

IV. Lesson 4: Measurement

A. Objectives:

1. The student will be better able to select, identify, and use the following measuring utensils: dry measuring cups, liquid measuring cups, and measuring spoons.
2. The student will be better able to differentiate between methods of dry and liquid measurement.
3. The student will be more aware of the need for accurate measurement.

B. Generalization:

1. Proper measuring techniques lead to a better assurance of recipe success.

C. Pre-test 56

D. Learning Activities:

1. Information Sheet: (Visually impaired student) "Pouring and Measuring" 57
2. Teacher Lecture Demonstration: Proper measuring techniques.
3. Practice Lab: Measuring ingredients and making fudge 62
4. Discussion: Why is there a need for proper measurement and standard measurements?

E. Post-test 64

F. Further Activities:

1. Compare standard measurements to metric measurements. How will the change affect recipes?

G. Suggested Resource:

1. "Prerecorded Instructions for Teaching Food Preparation Skills (Measurement)" - Department of Home Economics Education, Oklahoma State University

* Notes to the Teacher:

1. When giving the pre- and post-test to a educationally blind student, have the student list items from Question one on a separate sheet of braille paper.

MEASUREMENT
PRE-TEST
40 POSSIBLE POINTS

NAME _____
CLASS _____
DATE _____

1. GIVE THE CORRECT PROCEDURE FOR MEASURING THE FOLLOWING. NAME THE UTENSILS AND/OR EQUIPMENT THAT WOULD BE USED. (30 POINTS)

INGREDIENTS	HOW TO MEASURE	UTENSILS AND/OR EQUIPMENT USED
1/2 C. WATER		
2 TBSP. VANILLA		
1/4 TSP. SALT		

2. EXPLAIN HOW YOU WOULD MEASURE 2 1/2 C. OF FLOUR. WHEN SHOULD FLOUR BE SIFTED AND WHY? (5 POINTS)

3. EXPLAIN THE DIFFERENCE BETWEEN MEASURING WHITE SUGAR, BROWN SUGAR, AND POWDERED SUGAR. (5 POINTS)

MEASUREMENT
PRE-TEST KEY
40 POSSIBLE POINTS

NAME _____
CLASS _____
DATE _____

1. GIVE THE CORRECT PROCEDURE FOR MEASURING THE FOLLOWING. NAME THE UTENSILS AND/OR EQUIPMENT THAT WOULD BE USED. (30 POINTS)

INGREDIENTS	HOW TO MEASURE	UTENSILS AND/OR EQUIPMENT USED
1/2 C. WATER	SET ON LEVEL SURFACE AND BEND TO CHECK AT EYE LEVEL.	LIQUID MEASURING CUP
2 TBSP. VANILLA	POUR VANILLA INTO MEASURING SPOON UNTIL FULL; REPEAT. DO NOT POUR OVER MIXING BOWL.	1 TBSP. MEASURING SPOON
1/4 TSP. SALT	POUR SALT INTO MEASURING SPOON UNTIL OVERFLOWING; LEVEL WITH SPATULA. DO NOT DO OVER MIXING BOWL.	1/4 TSP. MEASURING SPOON

2. EXPLAIN HOW YOU WOULD MEASURE 2 1/2 C. OF FLOUR. WHEN SHOULD FLOUR BE SIFTED AND WHY? (5 POINTS)

SIFT FLOUR, SPOON SIFTED FLOUR INTO 1 C. MEASURING CUP UNTIL OVERFLOWING. LEVEL WITH SPATULA. REPEAT FOR 1 C. AND 1/2 C. FLOUR SIFTED BEFORE MEASURING BECAUSE PARTICLES ARE MADE SMALLER AND MAY BE MORE FLOUR THAN YOU NEED.

3. EXPLAIN THE DIFFERENCE BETWEEN MEASURING WHITE SUGAR, BROWN SUGAR, AND POWDERED SUGAR. (5 POINTS)

WHITE SUGAR - SPOON INTO MEASURING CUP UNTIL OVERFLOWING. LEVEL WITH SPATULA.
BROWN SUGAR - PACK INTO MEASURING CUP.
POWDERED SUGAR - SIFT, FILL MEASURING CUP TO OVERFLOWING, LEVEL.

NAME _____
CLASS _____
DATE _____

THE MECHANICS OF MEASURING

WHETHER YOU WANT TO MAKE A GLASS OF LEMONADE, SOME CHOCOLATE CHIP COOKIES, A TACO CASSEROLE, OR A COMPLETE MEAL, YOU MUST KNOW HOW TO MEASURE INGREDIENTS. SINCE INGREDIENTS MAY BE EITHER LIQUID OR SOLID, YOU WILL NEED TO LEARN THE CORRECT PROCEDURE FOR MEASURING BOTH LIQUIDS AND SOLIDS.

A. LIQUIDS

BEFORE LEARNING TO MEASURE LIQUIDS, YOU MUST MASTER THE TECHNIQUE OF POURING. THERE ARE THREE METHODS WHICH MAY BE USED: THE SENSING METHOD, THE WEIGHT METHOD, OR THE FINGER METHOD. THE CHOICE IS UP TO YOU; BUT, IN EACH CASE, IT TAKES PRACTICE.

1. THE SENSING METHOD IS BASED ON THE FACT THAT COOLNESS OR WARMTH OF A LIQUID IS TRANSFERRED TO THE OUTSIDE OF A CONTAINER. START BY PLACING YOUR HAND AROUND A GLASS OR CUP. PLACE YOUR INDEX FINGER ON THE OUTSIDE OF THE CUP AT THE LEVEL YOU WANT THE LIQUID TO REACH. SLOWLY POUR THE LIQUID INTO THE CUP OR GLASS UNTIL YOU FINGER CAN FEEL THE WARMTH OR COOLNESS THROUGH THE CONTAINER. WHAT TYPE OF CONTAINER WOULD BE A GOOD CHOICE FOR THIS METHOD?
2. FOR THE WEIGHT METHOD, THE DESIRED AMOUNT OF LIQUID IN CUPS, GLASSES, OR OTHER CONTAINERS IS JUDGED BY

THE WEIGHT OF THE CONTAINER.

3. IN USING THE FINGER METHOD, BEGIN BY HOLDING THE GLASS OR CUP IN YOUR HAND WITH YOUR THUMB AND MIDDLE FINGER INSIDE THE CONTAINER AT THE DESIRED LEVEL OF THE LIQUID. POUR SLOWLY UNTIL THE LIQUID TOUCHES THE TIP OF YOUR INDEX FINGER.

LET'S TALK ABOUT SELECTING AND USING UTENSILS FOR MEASURING LIQUIDS. WHEN YOU HAVE BEEN WORKING IN THE KITCHEN FOR A WHILE, YOU MAY FIND THAT CUPS AND MEASURING UTENSILS WITH HANDLES ARE EASIER TO USE. ALSO, YOU MAY DISCOVER IT IS EASIER TO POUR FROM A LIQUID MEASURING CUP THAT HAS A LONG NARROW SPOUT. A COUPLE OF TIPS TO REMEMBER ARE TO ALWAYS WORK CLOSE TO BUT NOT DIRECTLY OVER THE MIXING BOWL WHEN MEASURING TO MINIMIZE SPILLING, AND TO REST THE MEASURING SPOONS OR CUPS ON THE COUNTER TO HELP KEEP THEM LEVEL. SOME OF THE UTENSILS YOU MAY USE TO MEASURE LIQUIDS ARE DISCUSSED AS FOLLOWS (THESE ARE IN ADDITION TO THE GLASS LIQUID MEASURING CUP):

1. A METAL OR PLASTIC MEASURING CUP WITH GROOVED LINES: THIS CUP WILL HAVE TACTILE MARKINGS AT 1/4 CUP, 1/2 CUP, 3/4 CUP, AND 1 CUP. WHICH POURING TECHNIQUE(S) WOULD YOU USE FOR THIS MEASURING CONTAINER?
2. A GRADUATED MEASURING CUP: GRADUATED MEASURING CUPS COME IN DIFFERENT SIZES MADE TO MEASURE ONE SPECIFIC QUANTITY WHEN FULL, SUCH AS 1/4 CUP. PLACE THE INDEX FINGER AT THE LEVEL DESIRED MAKING SURE THE TIP OF THE FINGER IS RESTING ON THE TOP EDGE. POUR SLOWLY UNTIL THE LIQUID TOUCHES THE FINGER.

3. MEASURING SPOONS: METAL MEASURING SPOONS COME IN SIZES OF 1/4 TSP., 1/2 TSP., 3/4 TSP., 1 TSP., AND 1 TBSP. THESE SPOONS CAN BE BENT SO THE BOWL OF THE SPOON IS AT A RIGHT ANGLE TO THE HANDLE. BY KEEPING LIQUIDS USED IN WIDE-MOUTH CONTAINERS, YOU CAN SIMPLY LOWER THE BENT SPOON INTO THE LIQUID AND LIFT THE SPOON OUT FULL AND LEVEL. ANOTHER METHOD IS TO PLACE YOUR INDEX FINGER OF THE HAND HOLDING THE BOTTLE OVER THE BOTTLE OPENING TO CONTROL THE FLOW OF THE LIQUID. THEN SLOWLY POUR THE LIQUID UNTIL THE MEASURING SPOON IS FULL.

HOW DO YOU MEASURE SMALL AMOUNTS, SUCH AS A DROP OF FOOD COLORING? SOME BOTTLES COME WITH A "DROP" TOP IN ORDER THAT JUST ONE DROP OF LIQUID COMES OUT AT A TIME. OR YOU MAY DIP A CLEAN TOOTHPICK INTO THE BOTTLE OF FLAVORING OR COLORING, AND THEN GENTLY STIR THE SLIPPED END OF THE TOOTHPICK THROUGH THE MIXTURE.

WHAT ABOUT HOT LIQUIDS? BASICALLY HOT LIQUIDS ARE MEASURED IN THE SAME MANNER AS COLD LIQUIDS WITH SOME PRECAUTIONS. CARE MUST BE TAKEN THAT THE FINGERS DO NOT COME INTO CONTACT WITH THE HOT SUBSTANCE. IF A RECIPE CALLS FOR BOILING WATER, THE SAFEST WAY IS TO MEASURE IT BEFORE YOU POUR IT INTO THE PAN.

B. DRY INGREDIENTS

1. GRADUATED MEASURING CUPS:

A. DIP METHOD: AGAIN, IT IS EASIER IF THE INGREDIENTS ARE KEPT IN WIDE MOUTH CONTAINERS. SIMPLY DIP

THE MEASURING CUP INTO THE INGREDIENT UNTIL THE CUP IS OVERFLOWING. THEN, WITH THE CUP HELD OVER THE CONTAINER OR A PIECE OF WAXED PAPER, SLOWLY SLIDE THE STRAIGHT EDGE OF A SPATULA KNIFE OVER THE TOP OF THE CUP PUSHING OFF THE EXCESS. WITH YOUR INDEX FINGER, LIGHTLY CHECK FOR ANY HOLES OR BUMPS IN THE TOP SURFACE.

B. SPOON METHOD: DIP THE MEASURING SPOON INTO THE CONTAINER OF DRY INGREDIENTS. MAKE A HEAPING SPOONFUL. LEVEL THE SPOON AND CHECK THE TOP SURFACE AS INSTRUCTED ABOVE.

2. SEASONINGS:

FOR SALT, PEPPER, OR OTHER DRY SEASONINGS, POUR A SMALL AMOUNT OF THE SEASONING INTO THE PALM OF YOUR HAND. THEN USING THE DESIRED MEASURING SPOON, FILL AND GENTLY LEVEL IT. DISCARD THE EXTRA SEASONING AND RETURN THE MEASURE SEASONING TO THE PALM OF YOUR HAND. USING YOUR THUM AND INDEX FINGER, PINCH A SMALL AMOUNT OF THE SEASONING AND SPRINKLE IT OVER THE FOOD BY RUBBING THE TWO FINGERS TOGETHER. IF YOU ARE SEASONING YOUR FOOD AT THE TABLE, SHAKE THE SEASONING ONTO YOUR HAND FIRST TO DETERMINE HOW FAST THE SEASONING IS COMING OUT OF THE SHAKER.

THINGS FOR YOU TO DO

1. EXAMINE AVAILABLE LIUQID AND DRY MEASURING UTENSILS.
2. MAKE LEMONADE USING A DRY MIX.

References

1. Bernard, E. "Suggestions for Aiding the Blind." New York: American Foundation for the Blind, Inc.
2. The Home Service Staff of the Public Service Company of Colorado. "A Manual of Program Instruction for the Visually Handicapped Homemaker." Denver, Author, 1974.
3. "It Isn't always easy...But It's Possible." Available from Thomas J. Lipton, Inc., 800 Sylvan Avenue, Englewood Cliffs, NJ 07632.
4. Schroeder, R., and Willoughby, D. "Suggestions for the Blind Cook." Des Moines: National Federation of the Blind.

MEASUREMENT
LAB SHEET

NAME _____
CLASS _____
DATE _____

AFTER VIEWING THE TEACHER DEMONSTRATION, THE TEACHER WILL DIVIDE THE CLASS INTO LAB UNITS. WITH YOUR LAB PARTNERS, GO INTO THE KITCHEN LAB AND PREPARE THE FOLLOWING USING THE METHOD DEMONSTRATED:

TEN-MINUTE FUDGE

3 SQUARES UNSWEETENED CHOCOLATE

4 TABLESPOONS BUTTER OR MARGARINE

1/2 CUP CORN SYRUP

1 TABLESPOON WATER

1 TEASPOON VANILLA

1 POUND CONFECTIONERS' SUGAR

1/3 CUP NONFAT DRY MILK

1/2 CUP CHOPPED NUTS

1. MELT CHOCOLATE AND BUTTER OR MARGARINE IN TOP OF DOUBLE BOILER OVER BOILING WATER.
2. ADD CORN SYRUP, WATER, VANILLA, AND STIR.
3. SIFT TOGETHER CONFECTIONERS' SUGAR AND DRY MILK. ADD GRADUALLY TO MIXTURE IN DOUBLE BOILER, STIRRING CONSTANTLY UNTIL SMOOTH.
4. REMOVE FROM HEAT, ADD NUTS, AND STIR.
5. POUR INTO GREASED CAKE PAN.
6. MARK INTO SQUARES WHEN MIXTURE HAS SET.
7. CUT WHEN COOL AND SERVE.

BELOW, EXPLAIN EXACTLY HOW EACH WAS MEASURED AND WHAT UTENSILS AND/OR EQUIPMENT WAS USED.

MEASUREMENT
POST-TEST
40 POSSIBLE POINTS

NAME _____
CLASS _____
DATE _____

1. EXPLAIN HOW THE FOLLOWING WOULD BE MEASURED. INCLUDE WHAT EQUIPMENT AND/OR UTENSILS YOU WOULD USE. (35 POINTS)

   1 C. SOLID SHORTENING:

   1/2 C. LIQUID COOKING OIL:

   2 TSP. WATER:

   3/4 C. POWDERED SUGAR:

   1 1/3 C. BROWN SUGAR:

   1 C. WHITE SUGAR:

   1/4 TSP. FOOD COLORING:

2. WHY ARE STANDARD MEASURING UTENSILS USED WHEN COOKING? (5 POINTS)

MEASUREMENT
POST-TEST KEY
40 POSSIBLE POINTS

NAME _____
CLASS _____
DATE _____

1. EXPLAIN HOW THE FOLLOWING WOULD BE MEASURED. INCLUDE WHAT EQUIPMENT AND/OR UTENSILS YOU WOULD USE. (35 POINTS)

   1 C. SOLID SHORTENING: SPOON INTO MEASURING CUP. MAKE SURE TO PRESS TOGETHER. LEVEL WITH SPATULA.

   1/2 C. LIQUID COOKING OIL: POUR INTO LIQUID MEASURING CUP. SET ON LEVEL SURFACE AND BEND TO CHECK AT EYE LEVEL.

   2 TSP. WATER: DIP MEASURING SPOON INTO CONTAINER OF WATER. REPEAT.

   3/4 C. POWDERED SUGAR: SIFT SUGAR. SPOON SUGAR INTO MEASURING CUP UNTIL OVERFLOWING; LEVEL WITH SPATULA.

   1 1/3 C. BROWN SUGAR: PACK INTO 1 C. MEASURING CUP. REPEAT FOR 1/3 C.

   1 C. WHITE SUGAR: SPOON SUGAR INTO MEASURING CUP UNTIL OVERFLOWING; LEVEL WITH SPATULA.

   1/4 TSP. FOOD COLORING: ADD DROPS TO MEASURING SPOON UNTIL FULL.

2. WHY ARE STANDARD MEASURING UTENSILS USED WHEN COOKING? (5 POINTS)

   IT WILL HELP INSURE THE SUCCESS OF YOUR PRODUCT.

V. Lesson 5: Practicing Cooking Skills

A. Objectives:

1. The student will be better able to comprehend basic cooking terms.
2. The student will be better able to demonstrate various cooking skills such as : sifting dry ingredients, folding, beating, creaming, whipping.
3. The student will be better able to apply knowledge of measurement and cooking skill in preparing selected cookie recipes.

B. Generalizations:

1. Skill in preparation of food can be used to satisfy family values and goals.
2. More satisfactory results may be obtained when one is familiar with the terms used in the recipe.

C. Pre-test 67

D. Learning Activities:

1. Information Sheet: "Cooking Terms" 69
2. Information Sheet: (Visually impaired student) "Acquiring Cooking Skills" 70
3. Teacher Lecture Demonstration: Practicing cooking skills.
4. Cooking Terms Bingo: A game to review cooking terms 73
5. Information Sheet: "Cookie Primer" 74
6. Cookie Worksheet 77
7. Lab: Plan, prepare, and evaluate three types of cookies. (Preferably dropped, bar, and molded as these would freeze and pack best for outdoor meal.) 79

E. Post-test 81

F. Further Activities:

1. Plan, prepare, and evaluate one type of cookie not prepared in class.

G. Suggested Resources:

1. Pamphlets
   a. "Better Baking" - Proctor and Gamble
   b. "All About Home Baking" - General Foods
2. Filmstrip
   a. "Cooky Wise" - General Mills, Inc.

* Notes to the Teacher:

1. Instruct the educationally blind student to use a separate sheet of braille paper for the pre-test. The student should list numbers from the left hand column followed by the appropriate letter from the right hand column.

2. Provide the educationally blind student with a flannel board and bulletin board tacks for the "Cooking Terms Bingo" game. The student will use the blocked-off braille Bingo card and braille in the words. As the game is played, the student will mark each block called with a bulletin board tack.

3. For the post-test, instruct the educationally blind student to complete all "across" words first. Student finds number 1. To determine length of answer, he counts the spaces starting with the one immediately after the number. The double cells of dots 1,2,3,4,5,6 represent the black-out squares. The letters are brailled in the spaces which are divided by a dash, or a number and a hyphen or only a number if it is a two-digit number.

4. Before the cookout unit, you should cover materials on casseroles, quick breads, salads, and beverages.

PRACTICING COOKING SKILLS
PRE-TEST
40 POSSIBLE POINTS

NAME _____
CLASS _____
DATE _____

MATCH THE FOLLOWING WITH THEIR CORRECT DEFINITION:

A.

____ 1.	BAR COOKIES	A. DROPPED IN MOUNDS ON A COOKIE SHEET
____ 2.	DROP COOKIES	B. ROLLED INTO BALLS
____ 3.	PRESSED COOKIES	C. ROLLED TO DESIRED THICKNESS AND THEN CUT INTO SHAPES
____ 4.	MOLDED COOKIES	D. RICH, CAKE-LIKE TEXTURE
____ 5.	ROLLED COOKIES	E. SPRITZ
		F. THIN, CRISP COOKIES

B.

____ 1.	BEAT	A. MIX TWO OR MORE INGREDIENTS
____ 2.	BLEND	B. MIX WITH SQUARE MOTION
____ 3.	CREAM	C. TO COMBINE INGREDIENTS
____ 4.	FOLD	D. MIX WITH CIRCULAR MOTION
____ 5.	MIX	E. UP AND OVER MOTION
____ 6.	STIR	F. FORM INTO SHAPE
____ 7.	WHIP	G. MIXING USING CUTTING MOTION DOWN AND ACROSS BOTTOM
		H. BEAT VIGOROUSLY TO ADD AIR
		I. MIX SUGAR AND SHORTENING UNTIL SMOOTH AND CREAMY
		J. TO MAKE A MIXTURE SMOOTH, USING AN UP AND OVER MOTION.

C.

____	1. BAKE	A.	MIXTURE THAT WILL POUR OR DROP
____	2. BATTER	B.	TO LIQUIFY BY HEAT
____	3. COOL	C.	PUT DRY SUBSTANCES THROUGH A SIEVE
____	4. DOUGH	D.	MIXTURE THAT WILL NOT POUR OR DROP
____	5. GREASE	E.	FOODS BECOME BROWN BY EXPOSURE TO HEAT
____	6. MELT	F.	FLATTEN TO DESIRED THICKNESS
____	7. ROLL	G.	TO COOK IN AN OVEN
____	8. SIFT	H.	RUB PAN LIGHTLY WITH SHORTENING OR OIL
		I.	HEAT OVEN TO CORRECT TEMPERATURE
		J.	TO LOWER THE TEMPERATURE

PRACTICING COOKING SKILLS
PRE-TEST KEY
40 POSSIBLE POINTS

NAME _____
CLASS _____
DATE _____

MATCH THE FOLLOWING WITH THEIR CORRECT DEFINITION:

A.

D	1.	BAR COOKIES	A. DROPPED IN MOUNDS ON A COOKIE SHEET
A	2.	DROP COOKIES	B. ROLLED INTO BALLS
E	3.	PRESSED COOKIES	C. ROLLED TO DESIRED THICKNESS AND THEN CUT INTO SHAPES
B	4.	MOLDED COOKIES	D. RICH, CAKE-LIKE TEXTURE
C	5.	ROLLED COOKIES	E. SPRITZ
			F. THIN, CRISP COOKIES

B.

J	1.	BEAT	A. MIX TWO OR MORE INGREDIENTS
A	2.	BLEND	B. MIX WITH SQUARE MOTION
I	3.	CREAM	C. TO COMBINE INGREDIENTS
G	4.	FOLD	D. MIX WITH CIRCULAR MOTION
C	5.	MIX	E. UP AND OVER MOTION
D	6.	STIR	F. FORM INTO SHAPE
H	7.	WHIP	G. MIXING USING CUTTING MOTION DOWN AND ACROSS BOTTOM
			H. BEAT VIGOROUSLY TO ADD AIR
			I. MIX SUGAR AND SHORTENING UNTIL SMOOTH AND CREAMY
			J. TO MAKE A MIXTURE SMOOTH, USING AN UP AND OVER MOTION.

C.

G	1.	Bake	A. Mixture that will pour or drop
A	2.	Batter	B. To liquify by heat
J	3.	Cool	C. Put dry substances through a sieve
D	4.	Dough	D. Mixture that will not pour or drop
H	5.	Grease	E. Foods become brown by exposure to heat
B	6.	Melt	F. Flatten to desired thickness
F	7.	Roll	G. To cook in an oven
C	8.	Sift	H. Rub pan lightly with shortening or oil
			I. Heat oven to correct temperature
			J. To lower the temperature

NAME _____
CLASS _____
DATE _____

COOKING TERMS AND DEFINITIONS

1. BAKE - TO COOK IN AN OVEN
2. BATTER - A MIXTURE OF FLOUR, LIQUID, AND OTHER INGREDIENTS THAT WILL POUR OR DROP
3. BEAT - TO MAKE A MIXTURE SMOOTH, USING AN UP AND OVER MOTION.
4. BLEND - TO MIX TWO OR MORE INGREDIENTS THOROUGHLY
5. BROWN - TO MAKE FOODS BECOME BROWN BY EXPOSURE TO HEAT
6. COOL - TO LOWER THE TEMPERATURE
7. CREAM - TO MIX ONE OR MORE FOODS UNTIL SMOOTH AND CREAMY; USUALLY APPLIES TO FAT AND SUGAR
8. DOUGH - A MIXTURE OF FLOUR, LIQUID, AND OTHER INGREDIENTS THAT WILL NOT POUR OR DRIP
9. FOLD - TO MIX INGREDIENTS BY USING TWO MOTIONS, CUTTING STRAIGHT DOWN THROUGH THE MIXTURE AND ACROSS THE BOTTOM OF THE BOWL, TURNING THE MIXTURE OVER AND OVER
10. GREASE - TO RUB PAN LIGHTLY WITH SHORTENING OR COOKING OIL
11. MELT - TO LIQUIFY BY HEAT
12. MIX - TO COMBINE INGREDIENTS
13. PRE-HEAT - TO HEAT AN OVEN TO THE CORRECT TEMPERATURE BEFORE PUTTING FOOD IN TO COOK
14. ROLL - TO FLATTEN TO DESIRED THICKNESS BY USING A ROLLING PIN
15. SIFT - TO PUT DRY SUBSTANCES THROUGH A SIEVE
16. STIR - TO MIX WITH A CIRCULAR MOTION, USING A SPOON OR A FORK
17. WHIP - TO BEAT VIGOROUSLY SO AS TO ADD AIR

NAME _____
CLASS _____
DATE _____

THE EGG AND . . . YOU

MANY RECIPES CALL FOR A WHOLE EGG, AN EGG YOLK, OR AN EGG WHITE. CRACKING A SEPARATING EGGS ARE TWO BASIC SKILLS YOU WILL NEED TO LEARN.

1. CRACKING

THE EASIEST WAY TO CRACK AN EGG IS TO HOLD THE EGG IN ONE HAND BETWEEN YOUR THUMB AND FINGERS. FIRMLY TAP THE SIDE OF THE EGG ON THE EDGE OF A BOWL. DO NOT TAP TOO LIGHTLY OR THE SHELL WILL NOT BREAK ALL THE WAY THROUGH. NEITHER SHOULD YOU "SMASH" THE EGG AGAINST THE BOWL OR YOU WILL HAVE THE TEXTURE OF THE EGG SHELLS IN YOUR FOOD. HOLD THE EGG OVER THE BOWL AND GENTLY PULL THE SHELL APART WITH YOUR THUMBS ON EITHER SIDE OF THE CRACK. THE EGG WILL FALL OUT OF THE SHELL AND INTO THE BOWL. YOU MAY WISH TO BREAK THE EGG INTO A SEPARATE CONTAINER IN ORDER TO CHECK FOR SHELL FRAGMENTS.

2. SEPARATING

THERE ARE A NUMBER OF WAYS TO SUCCESSFULLY SEPARATE THE YOLK OF AN EGG FROM ITS WHITE. TWO DIFFERENT METHODS WILL BE EXPLAINED HERE. BOTH METHODS WILL REQUIRE THE USE OF THREE BOWLS; THE FIRST TO CATCH THE WHITE AS IT IS CRACKED, THE SECOND TO HOLD THE WHITES AS THE EGG IS SEPARATED, AND THE THIRD TO HOLD THE YOLK.

A. SEPARATING BY HAND. NO ADDITIONAL UTENSILS ARE NECESSARY FOR THIS FIRST METHOD. CRACK THE EGG

AS EXPLAINED ABOVE. HOLD THE EGG UPRIGHT AND LIFT OFF THE TOP HALF OF THE SHELL AS THE BOTTOM HALF IS CUPPED IN YOUR HAND. SOME OF THE WHITE WILL SLIP INTO THE BOWL AS THE TOP OF THE SHELL IS REMOVED. NOW POUR THE EGG FROM THE SHELL INTO YOUR HAND. KEEP YOUR FINGERS FAIRLY CLOSE TOGETHER AND LET THE WHITE SLIP THROUGH WHILE KEEPING THE YOLK BACK. WHEN YOU DO NOT FEEL ANY MORE WHITE, SLIP THE YOLK INTO THE THIRD BOWL. SOMETIMES, ESPECIALLY IN OLDER EGGS, THE YOLK WILL BREAK AND MIX WITH THE WHITE. IF THIS HAPPENS THERE IS NO WAY TO SEPARATE THEM. PUT THIS EGG ASIDE TO BE USED LATER IN ANOTHER RECIPE.

B. <u>SEPARATING USING A COMMERCIAL SEPARATOR</u>. AN EGG SEPARATOR IS EASIER TO USE BUT REQUIRES SPECIAL PURCHASE. IF YOU CHOOSE TO USE THIS METHOD, PLACE THE SEPARATOR OVER A CUP OR SMALL BOWL. CRACK THE EGG AS YOU HAVE LEARNED AND EMPTY ITS CONTENTS INTO THE SEPARATOR. THAT IS ALL THERE IS TO IT! THE WHITE AUTOMATICALLY SLIPS THROUGH THE SLOTS WHILE THE YOLK REMAINS IN THE SEPARATOR. LIFT THE SEPARATOR UP SLIGHTLY TO CHECK WITH YOUR FINGERS FOR ANY WHITE STILL CLINGING TO THE BOTTOM. POUR THE EGG YOLK INTO A SEPARATE BOWL. AGAIN, IF THE YOLK BREAKS YOU WILL HAVE TO USE THE EGG FOR SOMETHING ELSE.

3. Beating

Egg whites usually are beat to light and fluffy "soft peaks" when they are added separately in a recipe. Use a bowl slightly larger than the mixture you will be beating, preferably with straight sides. The bowl should be absolutely clean and free of any greas_ since grease will reduce the volume of the egg whites.

If you are using a hand mixer or portable electric mixer, make sure the bowl will not move around by setting it on a damp cloth. If you are using a large electric mixer, be sure the bowl is set properly in the bowl stand. Any time you use an electric appliance, be sure you know how it operates. Before using the mixer it is a good idea to practice inserting the beaters securely, plugging it in, and turning it on and off. Guide the beaters around the bowl to insure mixing all ingredients. Always - always stop the mixer before scraping down the sides with a rubber scraper.

Lift the beaters from the bowl and lightly touch the egg whites with your fingertips to determine whether the egg whites stand in soft peaks. Sometimes a recipe will give the length of beating time recommended. You may choose to use your timer at least until you become more experienced with the "touch" method.

Things for You to Do

1. Practice cracking and separating an egg.
2. After an egg is cracked, beat the egg whites.

References

1. Bernard, E. "Suggestions for Aiding the Blind." New York: American Foundation for the Blind, Inc.
2. The Home Service Staff of the Public Service Company of Colorado. "A Manual of Program Instruction for the Visually Handicapped Homemaker." Denver, Author, 1974.
3. "It Isn't Always Easy...But It's Possible." Available from Thomas J. Lipton, Inc., 800 Sylvan Avenue, Englewood Cliffs, NJ 07632.
4. Schroeder, R., and Willoughby, D. "Suggestions for the Blind Cook." Des Moines: National Federation of the Blind.

COOKING TERMS BINGO

Objective of Game:

(1) Students will be better able to comprehend basic cooking terms.

Supplies Needed:

Slips of paper containing definition of terms
Container for slips
Master card for each game
Playing card (one for each player)
Macaroni

Persons Needed:

Caller
Assistant to check master card
Players

Directions for Playing:

1. Cooking Terms Bingo is played like Bingo.
2. The object of the game is to get five connecting squares vertically, horizontally or diagonally.
3. Each player receives a playing card and writes or brailles his/her own arrangement of terms.
4. Macaroni is distributed for use as markers of terms called.
5. The caller will draw a slip from the container and reads the definition.
6. The assistant takes the slip from the caller and checks each term as it is used on the master card.
7. If a player thinks his playing card has the term which goes with the definition called, he places a macaroni on the square containing that term.
8. When a player has filled a complete row (vertically, horizontally, or diagonally), he calls Bingo.
9. The caller stops the game and checks the player's card with the master card.
10. If the player's card checks with the master card, he becomes caller and a new game is begun.

NAME _____
CLASS _____
DATE _____

COOKING TERMS BINGO

B	I	N	G	O
BAKE	CREAM	MIX	BEAT	COOL
COOKIE SHEET	WHIP	LIQUID MEASURING CUP	SPATULA	BLEND
SPREAD	BATTER	COOLING RACK	SIFT	MELT
GREASE	FOLD	DOUGH	BROWN	POT HOLDER
PRE-HEAT	STIR	ROLL	MEASURING SPOONS	DRY MEASURING CUP

*STUDENT MAKES OWN ARRANGEMENT OF COOKING TERMS TO FORM CARDS. AS TEACHER READS DEFINITION, STUDENT COVERS CORRESPONDING TERM WITH MACARONI.

B	I	N	G	O

NAME _____
CLASS _____
DATE _____

COOKIE PRIMER

COOKIES ARE POPULAR IN EVERY PART OF THE WORLD. IN OUR OWN COUNTRY, WE USE COOKIES FOR BETWEEN-MEAL SNACKS, AS DESSERTS, IN LUNCH BOXES, FOR PICNICS, TEAS, OR PARTIES, AND AS GIFTS TO FRIENDS.

IT IS DIFFICULT TO SAY WHAT THE PERFECT COOKIE SHOULD LOOK AND TASTE LIKE - - - THERE ARE SO MANY KINDS. SOME ARE SOFT AND CAKE-LIKE, SOME ARE RICH AND CRISP, STILL OTHERS ARE ALMOST BRITTLE. GENERALLY, COOKIES FALL INTO THE FOLLOWING CATEGORIES.

1. BAR COOKIES HAVE A RICH, CAKE-LIKE TEXTURE. THESE COOKIES ARE VERY EASY TO MAKE AS THE COOKIE BATTER IS BAKED IN SQUARE OR RECTANGULAR PANS. AFTER BAKING, THE BARS ARE COOLED, SOMETIMES FROSTED, AND THEN CUT INTO SQUARES. EXAMPLE: BROWNIES

2. REFRIGERATOR COOKIES ARE USUALLY ROUND, THIN COOKIES WITH A CRISP TEXTURE. THEY ARE MADE FROM A DOUGH THAT IS RICH IN SHORTENING AND SUGAR. THE RATHER SOFT DOUGH IS SHAPED INTO ROLLS OR BLOCKS, WRAPPED IN WAX PAPER OR ALUMINUM FOIL, AND CHILLED FOR AT LEAST TWO HOURS. THIN SLICES ARE CUT FROM THE ROLL AND PLACED ON A BAKING SHEET FOR BAKING. THE ROLLS OF DOUGH WILL KEEP FOR A WEEK OR LONGER IN THE REFRIGERATOR OR EVEN LONGER IN THE FREEZER. EXAMPLE: DATE PINWHEELS

3. DROP COOKIES CAN BE SOFT WITH A CAKE-LIKE TEXTURE, CRISP, OR EVEN BRITTLE. THE CHARACTERISTIC COMMON TO ALL OF THEM IS A SOFT DOUGH THAT IS DROPPED IN MOUNDS ON A COOKIE SHEET AND BAKED. AS A RESULT, THEY ALL HAVE A MORE OR LESS IRREGULAR SHAPE. EXAMPLE: CHOCOLATE CHIP COOKIES

4. PRESSED COOKIES HAVE A TENDER, YET CRISP EATING QUALITY AND A RICH, BUTTERY FLAVOR. THESE COOKIES ARE HIGH IN SHORTENING CONTENT AND MAY HAVE TO BE REFRIGERATED FOR A SHORT TIME IF DOUGH BECOMES

STICKY. THE DOUGH SHOULD BE SOFT ENOUGH TO PASS THROUGH THE OPENINGS IN A COOKIE PRESS AND DROP ONTO A BAKING SHEET IN FANCY SHAPES. EXAMPLE: SPRITZ

5. MOLDED COOKIES HAVE A CRISP, TENDER TEXTURE. RICHER, SOFTER DOUGH MAY CALL FOR CHILLING BEFORE SHAPING. THE DOUGH IS ROLLED INTO UNIFORM BALLS BETWEEN PALMS OF HANDS. THE BALLS MAY BE FLATTENED WITH BOTTOM OF GLASS OR BY CRISS-CROSSING WITH FORK BEFORE BAKING. EXAMPLE: PEANUT BUTTER COOKIES

6. ROLLED COOKIES HAVE A CRISP OR SOFT TEXTURE DEPENDING ON THEIR THICKNESS. THE STIFF DOUGH IS ROLLED OUT ON A LIGHTLY FLOURED BOARD TO DESIRED THICKNESS, CUT INTO SHAPES AND BAKED. THE COOKIES MAY BE DECORATED BEFORE OR AFTER BAKING. EXAMPLE: SUGAR COOKIES

BAKING HINTS

1. USE A TESTED RECIPE AND FOLLOW IT EXACTLY.
2. HAVE ALL INGREDIENTS AT ROOM TEMPERATURE.
3. PREPARE BAKING SHEETS AS DIRECTED IN THE RECIPE. USE UNSALTED FAT FOR GREASING BAKING SHEETS AND PANS.
4. STRIVE FOR UNIFORMITY IN COOKIE SIZE. UNIFORM SIZED AND SHAPED COOKIES LOOK MORE ATTRACTIVE.
5. BAKE A TEST COOKIE TO SEE IF CONSISTENCY OF DOUGH IS RIGHT. IF COOKIE SPREADS MORE THAN DESIRED, ADD 1 OR 2 MORE TABLESPOONS OF FLOUR. IF COOKIE SEEMS DRY OR CRUMBLY, ADD 1 OR 2 TABLESPOONS OF CREAM TO DOUGH.
6. PLACE COOKIES EVENLY ON THE BAKING SHEET AND NOT TOO CLOSE TO THE EDGE.
7. IF BAKING ONE SHEET OF COOKIES AT A TIME, BAKE IN CENTER OF OVEN. IF BAKING TWO SHEETS, PLACE OVEN RACKS SO OVEN IS DIVIDED IN THIRDS.
8. LOOK AT COOKIES WHEN MINIMUM BAKING TIME IS UP. TRY NOT TO OVERBAKE AS COOKIES WILL BE HARD AND DRY.
9. REMOVE COOKIES FROM BAKING SHEET TO COOLING RACK WITH SPATULA IMMEDIATELY. COOKIES CONTINUE TO BAKE UNTIL REMOVED FROM BAKING SHEET. ALSO, COOKIES LEFT ON COOKIE SHEET WILL BECOME SOGGY.
10. IF POSSIBLE, HAVE A SECOND COOL BAKING SHEET READY AS COOKIE DOUGH TENDS TO SPREAD ON A HOT COOKIE SHEET.

11. WHEN COOKIES ARE THOROUGHLY COOLED, STORE PROPERLY.

How To Store Cookies

STORE ONLY ONE TYPE OF COOKIE IN A CONTAINER AS FLAVORS AND MOISTURES MINGLE. STORE CRISP, THIN COOKIES IN CONTAINERS WITH LOOSE COVERS. TIGHT-FITTING COVERED CONTAINERS ARE BEST FOR STORING SOFT COOKIES. IF COOKIES BECOME SOFT ON STORING, PLACE THEM ON AN UNGREASED BAKING SHEET IN A SLOW OVEN FOR A FEW MINUTES TO RESTORE CRISPNESS. A SLICE OF BREAD IN THE CONTAINER HELPS KEEP SOFT COOKIES SOFT.

How To Freeze Cookies

BAKED COOKIES AND COOKIE DOUGH MAY BE STORED FROZEN 9 TO 12 MONTHS. PACK BAKED COOKIES IN A RIGID BOX, LINING THE BOX AND SEPARATING EACH LAYER OF COOKIES WITH TRANSPARENT PLASTIC WRAP. THE CLINGING QUALITY OF THE PLASTIC KEEPS AIR FROM REACHING AND DRYING OUT THE COOKIES.

NAME _____
CLASS _____
DATE _____

COOKIE WORKSHEET

1. OF WHAT NUTRITIONAL VALUE ARE COOKIES?

2. LIST THE SIX TYPES OF COOKIES, ONE CHARACTERISTIC OF EACH, AND ONE EXAMPLE OF EACH.

3. LIST THREE BASIC INGREDIENTS FOUND IN ALL TYPES OF COOKIES.

4. WHAT HAPPENS TO COOKIES IF YOU ADD TOO MUCH FLOUR? . . TOO LITTLE FLOUR?

5. WHY IS IT NECESSARY TO CHILL SOME TYPES OF COOKIE DOUGHS?

6. WHY IS UNIFORMITY OF SIZE AND SHAPE OF COOKIES IMPORTANT?

7. WHAT IS A TEST COOKIE? WHY MAKE ONE?

8. HOW CAN YOU TELL IF COOKIES ARE DONE BAKING?

9. WHY SHOULD COOKIES BE REMOVED FROM THE COOKIE SHEETS AFTER THEY ARE BAKED?

10. DISCUSS PROPER STORAGE OF COOKIES.

Cookie Worksheet (Key)

1. Of what nutritional value are cookies?

   Provide carbohydrates for energy.

2. List the six types of cookies, one characteristic of each, and one example of each.

   Bar cookies - cake-like texture-Brownies
   Refrigerator cookies - crisp texture-Date pinwheels
   Drop cookies - dropped by mounds-Chocolate chip cookies
   Pressed cookies - buttery flavor-Spritz
   Molded cookies - crisp, tender texture-Peanut butter cookies
   Rolled cookies - dough rolled out-Sugar cookies

3. List three basic ingredients found in all types of cookies.

   Flour, sugar, liquid

4. What happens to cookies if you add too much flour? . . too little flour?

   Too much flour - dry, crumbly
   Too little flour - flat, hard

5. Why is it necessary to chill some types of cookie doughs?

   Rich doughs may need to be chilled to partially harden the butter or shortening.

6. Why is uniformity of size and shape of cookies important?

   Attractiveness of cookies on serving platter.

7. What is a test cookie? Why make one?

   First cookie baked to check the batter or dough.

8. How can you tell if cookies are done baking?

   Check time - cookies should be golden brown.

9. Why should cookies be removed from the cookie sheets after they are baked?

   Cookies bake until removed from cookie sheet. Cookies left on cookie sheet may become damp and soggy on the bottom.

10. DISCUSS PROPER STORAGE OF COOKIES.

STORE ONLY ONE TYPE OF COOKIE IN EACH CONTAINER. STORE CRISP, THIN COOKIES IN CONTAINERS WITH LOOSE COVERS. TIGHT-FITTED COVERED CONTAINERS ARE BEST FOR SOFT COOKIES.

NAME _____
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LAB EVALUATION

RATE YOURSELF AND YOUR LAB PARTNERS AS TO HOW WELL YOU FULFILLED YOUR LAB RESPONSIBILITIES BY PLACING CHECKS IN THE APPROPRIATE COLUMN. 3 = VERY GOOD, 2 = GOOD, 1 = NEEDS IMPROVEMENT. GIVE COMMENTS OR REASONS FOR EACH RATING.

RESPONSIBILITIES OF PERSONS	3	2	1	COMMENTS
HEAD COOK				
RECIPE SELECTION				
ORDERING OF FOOD				
SCHEDULING DETAILS				
SUPERVISION OF WORKERS				
MAINTENANCE OF AREA (FINAL CHECK)				
ASSISTANT COOK				
ORGANIZING FOOD AND UTENSILS				
MEASURING AND MIXING OF COOKIES				
MAINTENANCE OF AREA (SWEEP FLOOR)				
WAITER/WAITRESS				
BAKING AND COOLING COOKIES				
MAINTENANCE OF AREA (DRY DISHES)				
SUB TOTALS	___	___	___	

RESPONSIBILITIES OF PERSONS	3	2	1	COMMENTS
BUSGIRL/HOSTESS ATTRACTIVE ARRANGEMENT OF COOKIES ON PLATTER SETTING TABLE STORAGE OF COOKIES MAINTENANCE OF AREA (WASH DISHES)				

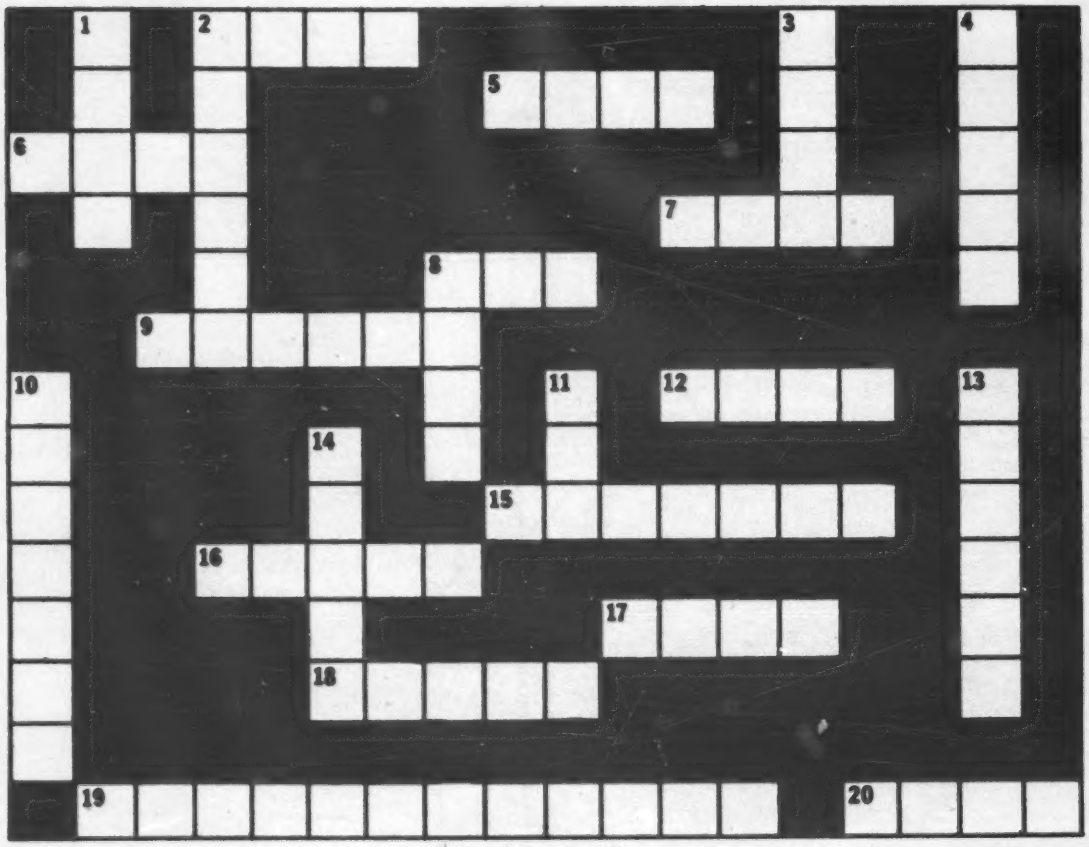
SUB TOTALS ___ ___ ___

TOTAL _____

42 POSSIBLE POINTS

PRACTICING COOKING SKILLS
POST-TEST
40 POSSIBLE POINTS

NAME _____
CLASS _____
DATE _____



DOWN

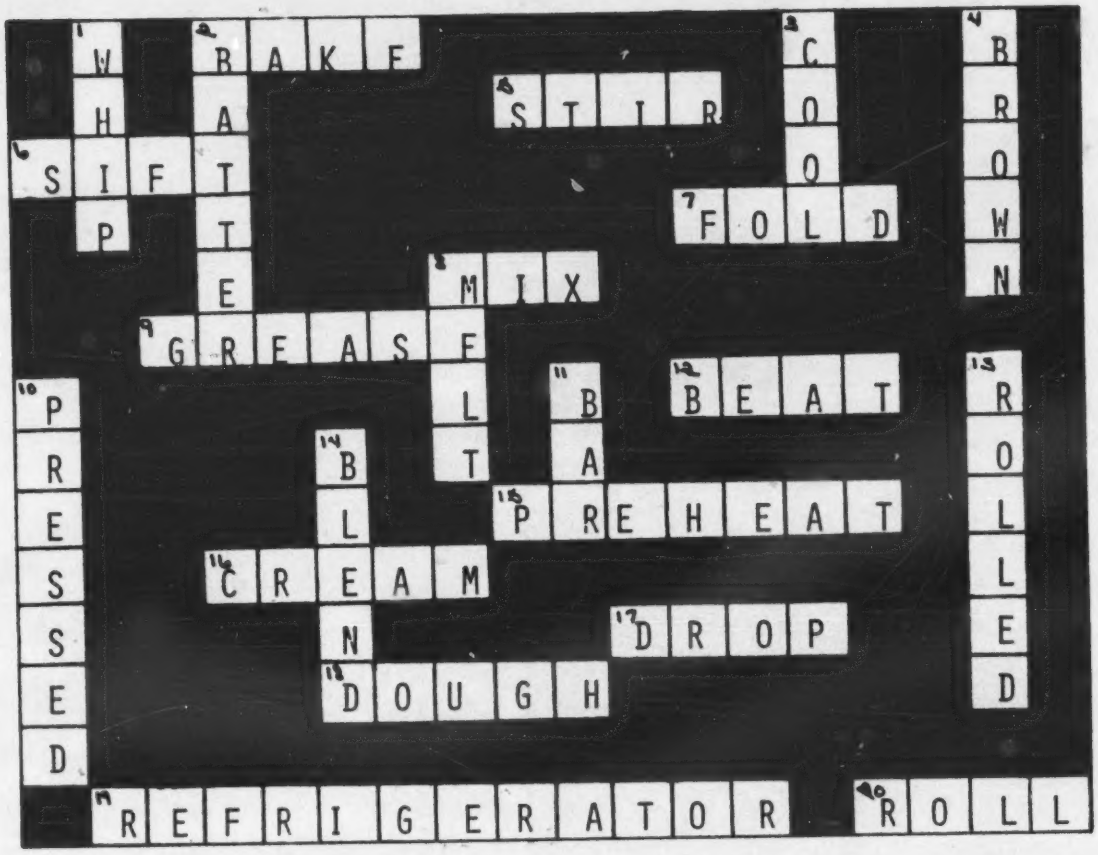
1. TO BEAT VIGOROUSLY TO ADD AIR
2. MIXTURE THAT WILL POUR OR DROP
3. TO LOWER TEMPERATURE
4. FOOD CHANGES COLOR FROM EXPOSURE TO HEAT
8. TO LIQUIFY BY HEAT
10. TYPE OF COOKIE SPRITZ IS
11. CAKE-LIKE COOKIE
13. TYPE OF COOKIE THAT IS ROLLED OUT AND CUT INTO SHAPES
14. MIX TWO OR MORE INGREDIENTS THOROUGHLY

ACROSS

2. To cook in an oven
5. Mix with a circular motion
6. To put dry ingredients through a sieve
7. Cutting straight down and across bottom of bowl
8. To combine ingredients
9. Rub pan lightly with shortening or cooking oil
12. Mixing using an up and over motion
15. Heat oven to correct temperature before putting food in
16. Mix sugar and fat until smooth
17. Type of cookie dropped in mounds
18. Mixture that will not pour or drop
19. Type of cookie that is thin and crisp - cut from roll
20. To flatten to desired thickness

PRACTICING COOKING SKILLS
POST-TEST KEY
40 POSSIBLE POINTS

NAME _____
CLASS _____
DATE _____



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VI. Lesson 6: Outdoor Cooking

A. Objectives:

1. The student will be better able to plan, prepare, and evaluate an outdoor cookout based upon the menu guide of: casserole, quick bread, salad, cookie dessert, and beverage.
2. The student will be better able to pack and organize materials needed for an outdoor cookout.
3. The student will be better able to evaluate outdoor cooking equipment.
4. The student will be better able to safely ignite and maintain an open fire or barbeque grill.

B. Generalization:

1. Participation in planning, preparing and serving meals can be a source of pleasure and satisfaction. It can also provide an opportunity for creative expression.

D. Learning Activities:

1. Magazine Article: "Planning Ahead for Outdoor Cooking", Forecast, April 1975 85
2. Discussion: What are the advantages and disadvantages of outdoor picnics and outdoor cookery?
3. List: Foods suitable for a picnic lunch or family cookout. Analyze in terms of nutritional value of food. Discuss preserving wholesomeness.
4. Demonstration: How to prepare and pack a well-balanced lunch.
5. Discussion: What are some practices to consider when cooking outdoors? (Such as lighting fires, providing proper ventilation, controlling grease drippings, and handling utensils over an open flame.)
6. Analyze a Display: Outdoor cooking equipment supplied by a local utility company.
7. Resource Person: Such as a scout leader, experienced camper, or backyard chef to demonstrate how to safely cook a meal outdoors using a variety of equipment.
8. Make available to classmates several recipes adapted to outdoor cooking.
9. Lab: Plan, prepare, and evaluate an outdoor cookout with the basic menu of: casserole, quick bread, salad, cookie dessert, beverage.

E. Post-test

1. Given a menu for outdoor cooking, describe how each food will be prepared, what equipment is needed and what safety practices are to be remembered.

F. Further Activities:

1. Research the history of outdoor cookery.
2. FHA Family Cookout Night
3. Plan, prepare, and evaluate a cookout for your family.
4. Creative Cookery Day - you are on a fishing trip and are camping on a remote island. You have come back from a long session of fishing and are famished. But as you approach the shore you see a bear is eating your food. Luckily, the noise of your boat scares the bear away, but he has eaten everything but the canned foods which include: _____.
   Plan a menu from these supplies.

G. Suggested Resources:

1. Kits
   a. "Let's Get Organized" - Tupperware
2. Books
   a. Roughing It Easy - Brigham Young University Press

NAME _____
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DATE _____

"PLANNING AHEAD FOR OUTDOOR DINING"

BY ANNE MANNO

CALL IT A PICNIC, A BARBECUE, OR A COOKOUT ... IT IS UNANIMOUSLY ACCLAIMED AS A FUN OCCASION FOR EVERYONE! WEATHER PERMITTING, THIS KIND OF OUTDOOR DINING HAS LONG BEEN ESTABLISHED AS AN AMERICAN WAY OF LIFE - WHETHER IT BE A CLAMBAKE IN MAINE, A CHUCK-WAGON MEAL IN THE SOUTHWEST, A LUAU, OR A PICNIC RIGHT IN YOUR OWN BACKYARD. PARKS, BEACHES, CITY OR COUNTY PICNIC GROVES, AND WOODLANDS ARE OTHER POPULAR GATHERING PLACES FOR THESE OUTINGS.

THE FAVORITE FOODS FOR A PICNIC ARE AS VARIED AS THE IMAGINATION DICTATES. TO SOME, OUTDOOR DINING MEANS COLD FRIED CHICKEN, FRANKFURTERS, HAMBURGERS, SALAD, CARBONATED DRINKS, AND ICE CREAM. TO OTHERS, IT MEANS SANDWICHES, PICKLES, RELISHES, WATERMELON, AND COLD BEVERAGES.

A PICNIC, CASUAL THOUGH IT MAY SEEM, REQUIRES SPECIAL PREPARATION BEHIND THE SCENE. BY CAREFUL PLANNING, IT CAN BE A RELAXED AND ENJOYABLE OCCASION FOR EVERYONE, WITHOUT ANY OF THE POTENTIAL HEALTH HAZARDS FROM FOOD-BORNE ILLNESSES. MORE FOOD POISONING OCCURS IN WARM WEATHER THAN AT ANY OTHER TIME OF YEAR BECAUSE IT CREATES A FAVORABLE TEMPERATURE FOR BACTERIA TO GROW RAPIDLY.

FOOD SAFETY FACTS

WHOLESOME FOOD IS LITERALLY IN THE HANDS OF THOSE WHO PREPARE AND SERVE IT. HOW THE PERSON SHOPS, STORES, PREPARES, AND SERVES THE FOOD IS EXTREMELY IMPORTANT.

WHEN PREPARING MEALS FOR A PICNIC, ONE SHOULD BE AS CAREFUL IN HANDLING FOODS AS WHEN SERVING MEALS AT HOME. ALL WORK SURFACES MUST BE SCRUPULOUSLY CLEAN, INCLUDING THE WOOD

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CUTTING BOARDS AND COUNTER TOPS. NEVER PLACE COOKED OR READY-TO-SERVE FOODS ON A SURFACE OR IN A UTENSIL WHICH HAS BEEN USED FOR RAW MEAT, FISH, OR POULTRY, UNLESS THAT SURFACE OR UTENSIL HAS BEEN THOROUGHLY WASHED WITH SOAP AND HOT WATER. IF POSSIBLE, USE SEPARATE CUTTING BOARDS FOR RAW AND COOKED FOODS, TO AVOID CONTAMINATION. WASH HANDS OFTEN DURING FOOD PREPARATION.

COOKED FOODS THAT ARE TO BE EATEN COLD AT THE PICNIC SHOULD BE CHILLED RAPIDLY. DO NOT CUT, SLICE, OR DICE UNTIL JUST BEFORE YOU ARE READY TO USE THEM.

KEEP COLD FOODS COLD (BELOW 40°F.) AND HOT FOODS HOT (ABOVE 140°F.).

TAKE ALONG DISPOSABLE WASHCLOTHS, PLATES, AND UTENSILS. PAPER NAPKINS ARE INDISPENSABLE. PREMOISTENED TOWELS ARE CONVENIENT FOR QUICK CLEANUPS.

FLIES AND MOSQUITOES AT A PICNIC AREA CAN BE CARRIERS OF BACTERIA. WHEN USING AN INSECT REPELLENT, OBSERVE ALL THE PRECAUTIONS LISTED ON THE PRODUCT LABEL. DO NOT SPRAY NEAR EXPOSED FOOD, DISHES, SERVING OR COOKING UTENSILS. EVEN THE MOST GENTLE BREEZE CAN DEPOSIT DROPLETS OF THE FINE MIST ON THEM.

PICNIC PLANNING TIPS

INSULATED CHEST OR PICNIC COOLERS WILL KEEP FOOD COLD IF PROPERLY PACKED. BE SURE TO USE ENOUGH ICE OR CANNED COOLANTS AND DO NOT CROWD THE FOOD. PLACE THE COOLER IN A SHADY SPOT TO HELP KEEP THE ICE FROM MELTING TOO FAST. DO NOT OPEN THE COOLER UNNECESSARILY. REMOVE FOOD ONLY JUST BEFORE SERVING OR COOKING TIME.

USE A COOLER FOR ALL PROTEIN AND PERISHABLE FOODS, SUCH AS FRIED CHICKEN, BAKED MEAT LOAVES, COOKED SAUSAGES OR LUNCHEON MEATS, READY-TO-EAT HAMS, SALADS, AND OTHER PERISHABLES. RAW MEATS, TO BE COOKED AT THE PICNIC SITE, SHOULD ALSO BE STORED IN A COOLER, BUT MUST BE CAREFULLY WRAPPED AND CHILLED. IT IS A GOOD IDEA TO FREEZE THESE BEFORE PACKING AND TAKE THEM ALONG IN THE FROZEN STATE. AS AN ADDED BONUS, THEY WILL ALSO HELP KEEP THE TEMPERATURE OF THE INSULATED COOLER LOW. CASSEROLES SHOULD BE CHILLED, STORED IN THE COOLER, AND HEATED AT THE PICNIC SITE JUST BEFORE MEALTIME. IF IT IS NECESSARY TO CARRY HOT CASSEROLES FROM HOME FOR SHORT TRIPS, WRAP THEM IN SEVERAL THICKNESSES OF NEWSPAPER AND TIE OR TAPE COVERS TIGHTLY. VACUUM JARS AND JUGS ARE FINE FOR HOT BEVERAGES, SOUPS, AND SEMI-LIQUID MEALS, SUCH AS BAKED BEANS, STEWS, AND THICK CHOWDERS.

BECAUSE SOME PROTEIN FOODS, SUCH AS POTATO SALAD WITH EGGS, SHRIMP SALAD, AND COLD CUTS ARE NOT HEATED BEFORE THEY ARE SERVED, THEY SHOULD BE KEPT COLD UNTIL THE TIME THEY ARE TO BE SERVED. WIDE-MOUTH VACUUM BOTTLES AND OTHER INSULATED CONTAINERS ARE EXCELLENT AIDS IN KEEPING THESE FOODS BELOW 40°F.

PREPARED SALADS CONTAINING MAYONNAISE, SALAD DRESSING, OR SOUR CREAM DRESSINGS SHOULD BE THOROUGHLY CHILLED UNTIL SERVING. AS A SAFETY PRECAUTION, STORE THE DRESSING SEPARATELY FROM THE SALAD MIXTURE IN SEALED CONTAINERS AND KEEP THEM IN THE COOLER UNTIL SERVING TIME. ADD THE DRESSING TO THE SALAD WHEN READY TO EAT.

POULTRY AND EGGS REQUIRE EXTRA SPECIAL CARE IN HANDLING FOR OUTDOOR DINING. AVOID USING CRACKED OR SOILED EGGS. THOROUGHLY PRECHILL HARD-COOKED OR DEVILED EGGS BEFORE PACKING FOR A PICNIC. FOR ADDED CONVENIENCE, PLACE CHILLED DEVILED EGGS IN A FOIL-LINED EGG CARTON OR IN MUFFIN PANS LINED WITH FOIL, THEN STORE IN ICE CHEST.

FOR BARBECUING UNCOOKED CHICKEN, THE SAFEST PROCEDURE TO FOLLOW IS TO TRANSPORT THE WASHED AND FROZEN CHICKEN PARTS IN THE FROZEN STATE. OR, THOROUGHLY PRECHILL THE UNFROZEN CHICKEN IN THE REFRIGERATOR AND THEN STORE, WELL CHILLED, IN AN ICE CHEST. REMOVE JUST BEFORE PLACING ON THE GRILL. NEVER PARTIALLY COOK POULTRY WITH THE THOUGHT OF FINISHING THE COOKING LATER, ON THE PICNIC GRILL. AT HOME, COOL CHICKEN AS SOON AS IT IS COOKED. FOR SHORT TRIPS, PACK THE CHILLED, COOKED CHICKEN IN PLASTIC CONTAINERS OR ALUMINUM FOIL. FOR LONGER PERIODS, PACK IN AN INSULATED CONTAINER OR ICE CHEST AND REMOVE ONLY AT SERVING TIME. IF YOU PLAN ON SERVING CHICKEN SALAD, FREEZE COOKED CHICKEN CUBES AND COMBINE WITH OTHER SALAD INGREDIENTS JUST BEFORE PACKING IN THE COOLER. THE CUBES WILL SLOWLY DEFROST EN ROUTE WHILE STILL KEEPING THE OTHER INGREDIENTS COLD.

HAMBURGERS CAN BE FROZEN AHEAD OF TIME FOR SAFE AND EASY CARRYING. FORM INTO PATTIES AND FREEZE ON A COOKIE SHEET. WRAP IN FOIL. THEY MAY BE PARTIALLY DEFROSTED OR COOKED FROZEN ON THE OUTSIDE GRILL. STEAK AND CHOPS CAN ALSO BE PREPARED THIS WAY FOR THE OUTDOOR BARBECUE. REMEMBER, FOODS COOKED IN THE FROZEN STATE REQUIRE ABOUT 1 1/2 TIMES AS LONG TO COOK OVER PROPERLY PREPARED HOT COALS. BEEF PRODUCTS MAY BE EATEN RARE, BUT PORK AND POULTRY PRODUCTS MUST BE COOKED THOROUGHLY. FOR ADDED CONVENIENCE, USE ALUMINUM FOIL TO LINE THE BARBECUE GRILL TO REFLECT MORE HEAT AND FOR EASE OF DISPOSAL AFTER THE MEAL.

IF YOU ARE UNCERTAIN ABOUT EASILY AVAILABLE PURE DRINKING WATER, FREEZE WATER IN SEALABLE PLASTIC BAGS OR PLASTIC CONTAINERS WITH TIGHT FITTING LIDS - THEY SERVE DOUBLE DUTY BY COOLING WHILE BEING TRANSPORTED. THE WATER CAN ALSO BE

USED TO MAKE COFFEE, TEA, OR INSTANT SOUPS, OR FOR RECONSTITUTING FROZEN JUICES AND FRUIT DRINKS.

FROZEN VEGETABLES CAN ALSO BE COOKED ON THE GRILL. CARRY THEM FROZEN IN THE CHEST TO HELP KEEP OTHER FOODS CHILLED. TO COOK, WRAP THE VEGETABLES TIGHTLY IN HEAVY DUTY ALUMINUM FOIL, ADDING A LITTLE WATER AND SEASONING. ALLOW AT LEAST HALF AN HOUR FOR COOKING. MANY OTHER FOODS THAT REQUIRE COOKING ON THE OUTDOOR GRILL CAN BE COOKED IN FOIL WRAP OR ON THE END OF A SHARPENED STICK.

SALAD GREENS CAN BE WASHED, DRIED, AND THEN CHILLED IN A TIGHTLY COVERED CONTAINER OR SECURELY CLOSED PLASTIC BAG. PAPER TOWELING PLACED IN THE BOTTOM WILL ABSORB THE EXCESS MOISTURE. SALAD DRESSING CAN BE CARRIED SEPARATELY, IN A BOTTLE OR OTHER CLOSED CONTAINER, TO BE ADDED AT THE LAST MINUTE.

HAM IS A POPULAR PICNIC FOOD. "COOK-BEFORE-EATING" SMOKED HAMS SHOULD BE BAKED AND THEN KEPT WELL CHILLED TO SERVE WHOLE, OR SLICE THINLY AND SERVE FOR SANDWICHES AT THE PICNIC SITE.

HOME-BAKED BREADS CAN BE MADE DAYS OR WEEKS IN ADVANCE AND FROZEN TO HAVE ON HAND FOR THESE GATHERINGS. CARRY THEM FROZEN, SINCE THEY DO NOT TAKE LONG TO DEFROST. SLICE AND SERVE AT MEALTIME TO ACCOMPANY THE OTHER FOODS OR TO MAKE SANDWICHES WITH THAT HOME-BAKED FLAVOR.

DESSERT FAVORITES INCLUDE CAKES OF ALL KINDS. BAKE, CARRY, AND SERVE THEM DIRECTLY FROM RECTANGULAR OR SQUARE CAKE PANS. IF FROSTED, PROTECT THE TOPPING WITH WOOD PICKS PARTIALLY INSERTED IN THE TOP, THEN COVER LIGHTLY WITH FOIL OR PLASTIC WRAP. ALSO GOOD ARE BAR AND NONCRUMBLY COOKIES, FRESH FRUITS, CANNED, INDIVIDUAL SERVINGS OF FRUITS AND PUDDINGS, AND MARSHMALLOWS THAT CAN BE TOASTED OVER THE COALS ON SKEWERS OR TWIGS.

IF YOU DON'T HAVE AN INSULATED COOLER, PLAN YOUR PICNIC MEAL AROUND "FOOL-PROOF" FOODS SUCH AS PACKAGED, SLICED BREAD, CHEESE, HARD COOKED EGGS, FRESH FRUITS, DRIED FRUITS AND NUTS, COOKIES, AND CANNED BEVERAGES. FOR THE MEAT ITEM, CHOOSE ANY CANNED MEAT OR POULTRY PRODUCT, I.E.: CORNED BEEF, HAM, CHICKEN, SALAMI, PEPPERONI, THURINGER, AND LEBANON BOLOGNA. CANNED MEAT MIXTURES CAN BE HEATED RIGHT IN THE CAN BEFORE SERVING ON YOUR FAVORITE BREAD. A WORD OF CAUTION; WHENEVER HEATING FOOD IN A CAN, ALWAYS REMOVE THE LID FIRST.

FOR SHORT-TERM TRIPS, BUTTERED BREAD SANDWICHES STAY FRESH IN FOIL OR PLASTIC WRAP. IF DESIRED, THE THOROUGHLY CHILLED COLD CUTS CAN BE WRAPPED SEPARATELY FOR BUFFET-STYLE SERVING.

DO NOT FREEZE SANDWICHES THAT CONTAIN MAYONNAISE, SALAD DRESSING, JELLY, LETTUCE, CELERY, TOMATOES, OR HARD-COOKED EGGS. THEY WILL BE SAFE TO EAT BUT WILL NOT BE AS PALATABLE SINCE FREEZING CAUSES INGREDIENTS TO SEPARATE OR WILT.

CARROT STICKS, CELERY, ZUCCHINI SPEARS, CUCUMBERS, AND OTHER VEGETABLE NIBBLERS CAN BE SOAKED IN ICE WATER AND THEN PACKED IN FOIL WITH A FEW ICE CUBES TO STAY FRESH.

WHEN PLANNING A PICNIC MENU, REMEMBER THAT THE FOODS MUST BE HEARTY ENOUGH TO SATISFY OUTDOOR APPETITES YET BE EASY TO CARRY AND SERVE OR PREPARE AT THE SITE. KEEP THE FOODS SIMPLE AND BE SURE TO PLAN FOR SECOND PORTIONS. LEFTOVERS SHOULD BE PLACED IN THE COOLER RIGHT AWAY. CHECK TO SEE THAT THERE IS SUFFICIENT ICE TO KEEP THEM SAFE AND COOL WHILE YOU'RE HOMEWARD BOUND. WHEN IN DOUBT ABOUT THE SAFETY OF A LEFTOVER, THROW IT OUT!

FOLLOWING ARE RECIPE SUGGESTIONS TO MAKE PICNIC FARE A SATISFYING AND ENJOYABLE EXPERIENCE.

CHILLED CUCUMBER SOUP

1 10 3/4-OUNCE CAN CONDENSED CREAM OF CELERY SOUP
1 SOUP CAN MILK
1/2 CUP CHOPPED CUCUMBER
1/4 TEASPOON DRIED DILL

DASH HOT PEPPER SAUCE

IN BLENDER, COMBINE ALL INGREDIENTS; BLEND UNTIL SMOOTH. CHILL 4 HOURS OR MORE. STIR BEFORE SERVING. YIELD: ABOUT 2 1/2 CUPS.

PATIO BEAN SALAD

1 CUP ZUCCHINI, CUBED
1/2 CUP THIN CARROT STICKS
1/2 CUP DIAGONALLY SLICED CELERY
1/2 CUP CHOPPED ONION
1/8 TEASPOON DRIED DILL

2 16-OUNCE CANS HOME STYLE BEANS

COMBINE ALL INGREDIENTS; CHILL. YIELD: ABOUT 5 CUPS.

SUPER COLE SLAW

1 TEASPOON SALT
1/4 TEASPOON PEPPER
1/2 TEASPOON DRY MUSTARD
1 TEASPOON CELERY SEED
2 TABLESPOONS SUGAR
1/4 CUP CHOPPED GREEN PEPPER
1 TABLESPOON CHOPPED PIMIENTO
1/2 TEASPOON GRATED ONION
3 TABLESPOONS CORN OIL
1/3 CUP VINEGAR
3 CUPS SHREDDED CABBAGE

COMBINE ALL INGREDIENTS; MIX WELL. COVER AND CHILL THOROUGHLY. YIELD: 4 SERVINGS.

PICNIC POTATO SALAD

5 CUPS COOKED DICED POTATOES
5 HARD-COOKED EGGS, CHOPPED
1 CUP CHOPPED ONION
3/4 CUP CHOPPED CELERY
3/4 CUP CHOPPED SWEET PICKLE CHIPS
1/3 CUP CHOPPED GREEN PEPPER
3 TABLESPOONS CHOPPED FRESH PARSLEY
1 1/4 CUPS MAYONNAISE
1 1/4 TEASPOONS SALT
3/4 TEASPOON CURRY POWDER
1/2 TEASPOON DRY MUSTARD
1/4 TEASPOON PAPRIKA
1/4 TEASPOON PEPPER

COMBINE POTATOES, EGGS, ONION, CELERY, PICKLES, GREEN PEPPER, AND PARSLEY. BLEND MAYONNAISE WITH SALT, CURRY POWDER, MUSTARD, PAPRIKA, AND PEPPER. FOLD INTO POTATO MIXTURE. CHILL SEVERAL HOURS BEFORE SERVING. YIELD: 8 TO 10 SERVINGS (7 1/2 CUPS)

ITALIAN-TOMATO DRESSING

1 10 3/4-OUNCE CAN CONDENSED TOMATO SOUP
1/4 CUP BOTTLED ITALIAN DRESSING

COMBINE SOUP AND DRESSING IN COVERED CONTAINER; SHAKE WELL. REFRIGERATE UNTIL NEEDED. YIELD: ABOUT 2 CUPS.

BEEF SANDWICHES

RYE BREAD SLICES
SOFT MARGARINE
PREPARED MUSTARD OR HORSERADISH SAUCE
ROAST BEEF SLICES
CANNED FRENCH FRIED ONIONS
NATURAL SWISS CHEESE SLICES
TOMATO SLICES

FOR EACH SANDWICH, SPREAD ONE SLICE OF BREAD WITH MARGARINE AND MUSTARD. COVER WITH MEAT, ONIONS, CHEESE, AND SECOND SLICE OF BREAD SPREAD WITH MARGARINE. ADD TOMATO JUST BEFORE SERVING.

MEAT LOAF IN MINUTES

1/2 CUP UNDILUTED EVAPORATED MILK
1 POUND GROUND BEEF
1/2 CUP FINE, DRY BREAD CRUMBS
1 TABLESPOON PREPARED MUSTARD
2 TABLESPOONS CHOPPED ONION
2 TABLESPOONS CHOPPED GREEN PEPPER
3/4 TEASPOON SALT
1/8 TEASPOON PEPPER

COMBINE INGREDIENTS IN LARGE BOWL. MIX LIGHTLY. PLACE IN SMALL MEAT LOAF PAN (7 3/8" x 3 5/8" x 2 1/4"). BAKE IN 350F. OVEN, 40 MINUTES. ALLOW TO STAND ABOUT 10 MINUTES. REFRIGERATE OR FREEZE. YIELD: 4 SERVINGS.

NOTE: RECIPE MAY BE DOUBLED OR TRIPLED FOR A LARGER GROUP.

ZIPPY BARBECUE SAUCE

1 10 3/4-OUNCE CAN CONDENSED TOMATO SOUP
1/3 CUP CHILI SAUCE
2 TABLESPOONS SALAD OIL
1 TABLESPOON HORSERADISH MUSTARD
2 TABLESPOONS GRATED ONION
GENEROUS DASH HOT PEPPER SAUCE

IN SAUCEPAN, COMBINE INGREDIENTS. COOK OVER LOW HEAT 5 MINUTES. STIR OCCASIONALLY. YIELD: ABOUT 2 CUPS.

QUICK HOT DOG RELISH

COMBINE 1 8-OUNCE CAN TOMATO SAUCE WITH 1/4 CUP SWEET PICKLE RELISH AND 1 TEASPOON PREPARED MUSTARD IN SAUCEPAN. HEAT 5 MINUTES. HOT OR COLD, IT'S A NEW FLAVOR FOR GRILLED HOT DOGS.

GLAZED APRICOT BANANA BARS

1/2 CUP MARGARINE
1 CUP BROWN SUGAR, PACKED
2 EGGS, BEATEN
1 10-OUNCE JAR APRICOT PRESERVES
1 TEASPOON VANILLA
1 3/4 CUPS FLOUR
1/2 TEASPOON BAKING POWDER
1/2 TEASPOON BAKING SODA
1/4 TEASPOON SALT
1 CUP MASHED BANANAS
1/2 CUP CHOPPED PECANS
*VANILLA GLAZE

CREAM MARGARINE AND SUGAR UNTIL LIGHT AND FLUFFY. ADD EGGS; MIX WELL. BLEND IN PRESERVES AND VANILLA. ADD COMBINED DRY INGREDIENTS TO CREAMED MIXTURE, ALTERNATELY WITH MASHED BANANAS, MIXING WELL AFTER EACH ADDITION. STIR IN NUTS. POUR INTO GREASED AND FLOURED 13" X 9" X 2" PAN. BAKE AT 350°F., 35 TO 40 MINUTES OR UNTIL WOODEN PICK INSERTED IN CENTER COMES OUT CLEAN. COOL. SPREAD WITH VANILLA GLAZE.*

*VANILLA GLAZE

1 1/4 CUPS CONFECTIONERS' SUGAR
2 TABLESPOONS MILK
1/4 TEASPOON VANILLA
DASH OF SALT

COMBINE CONFECTIONERS' SUGAR, MILK, VANILLA, AND SALT; MIX WELL.

ADDRESSES FOR FOODS RESOURCE MATERIALS

PAMPHLETS:

"All About Home Baking" - General Foods Kitchens, General Foods Corp., 250 N. St., White Plains, New York 10625. (Free in limited quantity)

"Better Baking" - Proctor and Gamble Co., Public Relations Department, P.O. Box 599, Cincinnati, Ohio 45201. (Free in limited quantity)

BOOKS:

Roughing It Easy - Brigham Young University Press, Provo, Utah 84602. ($4.95)

CASSETTE TAPE:

"Prerecorded Instructions for Teaching Food Preparation Skills" - Dr. Elizabeth Hillier, Department of Home Economics Education, University of Oklahoma, Stillwater, Oklahoma 74074.

KITS:

"Let's Get Organized" - Tupperware, Educational Service Department, Orlando, Florida 32802. ($4.75)

"The Names in the Cooking Game" - Ekco Housewares Co., 9234 W. Belmont Avenue, Educational Services Department, Franklin Park, Illinois 60131.

FILMS:

"Sanitation: Rules Make Sense" - National Education Media, Inc., 15760 Ventura Boulevard, Encino, California 91436.

"Sanitation: Why All the Fuss" - National Education Media, Inc. 15760 Ventura Boulevard, Encino, California 91436.

FILMSTRIPS:

"Cooky Wise" - General Mills, Inc., Minneapolis, Minnesota 55440.

"Small Wonders in the Kitchen" - Rubbermaid, Inc., Home Service Center, Wooster, Ohio 44691. (Free)

"Safety in the Kitchen" - Franklin Clay Films, Inc., P.O. Box 2213, Costa Mesa, California 92626 ($18.50)

"Space Age Cooking" - Montgomery Ward, P.O. Box 8339, Department 68C-3, 619 W. Chicago Avenue, Chicago, Illinois 60680. ($8.00)

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